DOCUMENT RESUME

ED 417 324 CE 076 061

TITLE	Scanning the Future: Preparing for Employment through Career Development.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Occupational Education.
PUB DATE	1997-00-00
NOTE	188p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Career Choice; Career Development; *Career Education; Career Exploration; *Competence; *Education Work Relationship; *Employment Potential; Job Search Methods; *Job Skills; Labor Economics; Learning Activities; Money Management; Occupational Aspiration; Occupational Information; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS	Secretarys Comm on Achieving Necessary Skills; South Carolina

ABSTRACT

This curriculum guide, developed in South Carolina, provides opportunities for students to develop positive attitudes toward work, learn about occupations, and seek and retain employment. It is based on the competencies and foundations identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). The guide's four units cover these topics: (1) employment and the economy; (2) career development; (3) workplace readiness; and (4) employment in the work force. Each competency area is addressed by student worksheets that consist of an objective, needed resources (such as student worksheets and student activity sheets), and a procedure for carrying out the activities. Nine appendixes include information on the following: career clusters, career interest inventories, sample lists of occupations, postsecondary education training options, the work ethic, leadership, SCANS competencies, South Carolina Chamber of Commerce Education Report, and South Carolina Curriculum Frameworks and Academic Achievement Standards. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 417 324

Preparing for Employment Through Career Development

Scanning the Future

South Carolina Department of Education
Barbara S. Nielsen, State Superintendent of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R L Gourdet

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE076061

BEST COPY AVAILABLE

SCANNING THE FUTURE: PREPARING FOR EMPLOYMENT THROUGH CAREER DEVELOPMENT

STATE DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
Superintendent of Education

Dr. Nancy Cassity Dunlap
Senior Executive Assistant for Collaboration

Dr. Anne L. Matthews
Director, Office of Occupational Education

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or handicap in admission to, treatment in or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to Personnel Director, 1429 Senate Street, Columbia, SC 29201, 803-734-8505.

Copyright ©1997

All rights reserved. No part of this publication may be used or reproduced in any manner without written approval from the South Carolina Department of Education, Office of Occupational Education.

ACKNOWLEDGMENTS

Appreciation is extended to the following individuals who participated in the planning of this guide.

Karen Baxley
Office of Human Resources
Baptist Medical Center
Columbia, SC

Lynne Hufziger
Career Consultant
Las Cruces, NM

Linda Jeffers
Business Education Instructor
Summerville High School
Summerville, SC

Bruce Jernigan
SC Criminal Justice Academy
Columbia, SC

Gary Lawrence
Tech Prep Coordinator
Aiken Tech Prep Consortium
Aiken, SC

Clyde Sanders
School-to-Work Coordinator
Lexington Technology Center
Lexington, SC

Neil Skipper
Education Liaison
DuPont
Lugoff, SC

Howard Thomas
Director
SC Council on Economic Education
Columbia, SC

Mary Paige Wiley
Language Arts Instructor
Clover High School
Clover, SC

The following Office of Occupational Education staff assisted in publication of **Scanning the Future: Preparing for Employment Through Career Development:** Education Associates Roger Goupil, Amy McCaskill, Patricia Fayson, Janit Kangas, Carmen Pough, Ellen Vaughan, Katherine Cliatt, Catherine Samulski, and B. T. Martin; Occupational Education Consultant, Miriam Fisher; and Word Processing Operator, Barbara Heyward.

The following individuals provided assistance in the field review of this guide: Wanda Horne and Kae Childs, Charleston County School District; Linda Hook, Aiken County School District; and Penny Stewart, Chesterfield County School District.

TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

PREFACE viii

UNIT I: EMPLOYMENT AND THE ECONOMY

Introduction 3

Competency Area A: Economics and Natural Resources

Teacher Procedural Sheet 5
Student Worksheet: Instructional Topic : Reviewing Your Community's Natural Resources 7
Student Activity Sheet: Natural Resources 8

Competency Area B: Economics and Human Resources

Teacher Procedural Sheet 9
Student Worksheet: Instructional Topic: Human Resource Development 11
Student Information Sheet: Fastest-Growing Occupations 12
Student Activity Sheet: Employment Opportunities and How to Prepare for Them 13

Competency Area C: Economics and Capital Investment

Teacher Procedural Sheet 15
Student Worksheet: Instructional Topic: Capital Investment 17
Student Activity Sheet: Dollars and Sense 18

UNIT II: CAREER DEVELOPMENT

Introduction 21

Competency Area A: Career Awareness

Teacher Procedural Sheet 23
Student Worksheet: Instructional Topic: Career Clusters 25
Student Activity Sheet: Career Clusters and Occupations 26
Student Worksheet: Instructional Topic: Career Interest Inventory/Career Planning Record 27
Student Activity Sheet: Career Interest Inventory/Career Planning Record 28
Student Worksheet: Instructional Topic: Researching a Career 31
Student Information Sheet: General Resources 32
Student Activity Sheet: Career Informational Report 33

Competency Area B: Career Exploration

Teacher Procedural Sheet 35

Student Worksheet: Instructional Topic: Clustering Business/Industry 37
Student Activity Sheet: Clustering Business/Industry 38
Student Worksheet: Instructional Topic: Preliminary to Work Site Visit 39
Student Activity Sheet: Work Site Visit 40

Competency Area C: Career Preparation

Teacher Procedural Sheet 41
Group Worksheet: Instructional Topic: Pathways to Careers 43
Group Activity Sheet: Education/Training 44
Student Worksheet: Instructional Topic: Preparing for a Career 45
Student Activity Sheet: Conditions for Employment 46
Student Worksheet: Instructional Topic: Individual Career Plan 47
Student Activity Sheets: Technical College Plan, College/University Plan, and Graduate Plan 48

UNIT III: WORKPLACE READINESS

Introduction 53

Competency Area A: Personal Qualities

Teacher Procedural Sheet 55
Student Worksheet: Instructional Topic: The Work Ethic 57
Student Activity Sheet: Songs About Work 58
Group Activity Sheet: Schoolwork 59
Student Activity Sheet: Ethics 60
Student Worksheet: Instructional Topic: Personal Management and Positive Attitudes 61
Student Activity Sheet: Employer Expectations 62
Student Activity Sheet: Assessment of Schoolwork Habits and Attitudes 63
Student Worksheet: Instructional Topic: Assessing Personal Qualities and Goals 65
Student Information Sheet: Goal Setting 66
Student Activity Sheet: Assessing Personal Qualities 67
Student Activity Sheet: Setting Goals 68

Competency Area B: Thinking Skills

Teacher Procedural Sheet 69
Student Worksheet: Instructional Topic: Creative Thinking 71
Student Activity Sheet: Parking Problems 72
Student Worksheet: Instructional Topic: Processing Information and Making Decisions 73
Student Activity Sheet: Making Decisions 74
Student Worksheet: Instructional Topic: Developing a Plan of Action 75
Group Activity Sheet: Plan of Action 76

Competency Area C: Information

Teacher Procedural Sheet 77
Student Worksheet: Instructional Topic: Researching Resources and Organizing Information 79
Student Activity Sheet: Researching and Organizing 80
Student Worksheet: Instructional Topic: Interpreting and Condensing Information 81
Student Activity Sheet: Factors 82
Student Worksheet: Instructional Topic: Applying Information 83
Student Activity Sheet: Impact 84

Competency Area D: Interpersonal

Teacher Procedural Sheet 85
Student Worksheet: Instructional Topic: Developing Leadership and Team Skills 87
Student Information Sheet: Characteristics of Leaders and Team Players 88
Student Activity Sheet: Identifying Leadership Skills 89
Student Worksheet: Instructional Topic: Working With Diverse Populations 91
Student Information Sheet: Getting Along With Others 92
Student Activity Sheet: Working With Others 93
Student Worksheet: Instructional Topic: Art of Teaching and Negotiation 95
Student Activity Sheet: Teaching Others New Skills 96
Group Activity Sheet: Tact in Everyday Life 97

Competency Area E: Basic Skills

Teacher Procedural Sheet 99
Student Worksheet: Instructional Topic: Communicating Information 101
Student Activity Sheet: Communicating 102
Student Worksheet: Instructional Topic: Interpreting Information 103
Student Activity Sheet: Potability 104
Student Worksheet: Instructional Topic: Applying Mathematical Concepts 105
Student Activity Sheet: Car Costs 106

Competency Area F: Resources

Teacher Procedural Sheet 107
Group Worksheet: Instructional Topic: Organizational Strategies 109
Group Activity Sheet: Event Plan 110
Student Worksheet: Instructional Topic: Managing Time 111
Student Information Sheet: Managing Your Time 112
Student Activity Sheet: Calendar of Activities 113
Student Worksheet: Instructional Topic: Identifying Resources to Meet Objectives 115
Student Activity Sheet: Finding Part-Time Employment 116

Competency Area G: Technology

Teacher Procedural Sheet 117
Student Worksheet: Instructional Topic: Selecting and Using Appropriate Procedures, Tools, and Equipment 119
Student Activity Sheet: Tools and Equipment 120
Student Worksheet: Instructional Topic: Identifying Overall Intent and Procedures for Setup and Operation of Equipment 121
Student Activity Sheet: Intent, Setup, and Operation of Equipment 122
Student Worksheet: Instructional Topic: Safety and Maintenance Procedures in the Operation of Equipment..... 123
Student Activity Sheet: Safety and Maintenance Procedures..... 124

Competency Area H: Systems

Teacher Procedural Sheet 125
Student Worksheet: Instructional Topic: Identifying Systems..... 127
Student Information Sheet: What Are Systems?..... 128
Student Activity Sheet: Systems 129
Student Worksheet: Instructional Topic: Identifying Trends, Predicting Results, and Evaluating Systems 131
Student Activity Sheet: Trends, Results, and Evaluation..... 132
Student Worksheet: Instructional Topic: Evaluating and Improving Systems 133
Student Information Sheet: Evaluating and Improving Systems 134
Student Activity Sheet: Sound Systems..... 135

UNIT IV: EMPLOYMENT IN THE WORK FORCE

Introduction..... 139

Competency Area A: Interviewing for Employment

Teacher Procedural Sheet 141
Student Worksheet: Instructional Topic: The Interview 143
Student Information Sheet: Interview Procedures 144
Group Activity Sheet: Interviewing..... 147

Competency Area B: Changing Employment, Termination, and Advancement in a Career

Teacher Procedural Sheet 149
Student Worksheet: Instructional Topic: Changing Employment 151
Student Information Sheet: Reasons and Rules for Changing Employment..... 152
Student Activity Sheet: Employment Change 153
Student Worksheet: Instructional Topic: Termination..... 155
Student Information Sheet: Reasons for Termination..... 156
Student Activity Sheet: Losing a Job..... 157

Student Worksheet: Instructional Topic: Advancing in a Career 159
Student Information Sheet: Positive Work Attitudes 160
Student Activity Sheet: Career Advancement 161

Competency Area C: Retirement and Financial Planning

Teacher Procedural Sheet 163
Student Worksheet: Instructional Topic: Retirement 165
Student Information Sheet: Social Security 166
Student Activity Sheet: Security for the Future 168
Student Worksheet: Instructional Topic: Financial Planning 169
Student Information Sheet: Health Insurance and Retirement Benefits 170
Student Activity Sheet: My Financial Planner 171

APPENDICES

Appendix A: Office of Occupational Education Career Clusters 175
Appendix B: Career Interest Inventories 177
Appendix C: Suggested Sample Lists of Occupations 179
Appendix D: Post-Secondary Education Training Options 181
Appendix E: The Work Ethic 183
Appendix F: Characteristics of Leaders, The Leader as a Person, and Leadership 185
Appendix G: SCANS 189
Appendix H: South Carolina Chamber of Commerce Education Report (Survey Results) 191
Appendix I: South Carolina Curriculum Frameworks and Academic Achievement Standards 193

PREFACE

The South Carolina School-to-Work Transition Act of 1994, mandated by the South Carolina State Legislature, requires that schools include instruction and experiences for students that prepare them for future employment in the world marketplace. **Scanning the Future: Preparing for Employment Through Career Development** provides opportunities for students to develop positive attitudes toward work, regardless of their post-secondary education and training. This publication also addresses how the economy and career decisions determine employment opportunities. The five competencies and three-part foundation skills, developed and refined through student participation in the workplace readiness unit's activities, will provide opportunities that will assist students in meeting the challenges of preparing for, seeking, and retaining employment. These competencies and foundations have been identified as essential qualities needed for successful employment by the United States Department of Labor's report, Secretary's Commission on Achieving Necessary Skills (SCANS), and by the South Carolina Chamber of Commerce Report developed from South Carolina business/industry surveys.

In order to develop realistic activities for this document, persons currently employed as human resource and training managers and educators provided recommendations and suggestions for activities that would reflect situations that would require the skills identified in the SCANS and Chamber of Commerce reports. The activities will require the students to utilize learned basic skills and to develop new competencies. Using the South Carolina Curriculum Frameworks and Academic Achievement Standards as guides, instructors are encouraged to review the activities and to modify them according to the ability levels of the students. Through successful completion of this program, the students will begin to develop a high level of understanding concerning what drives employment opportunities, the importance of planning an education pathway, and the competencies necessary to establish proficiency in their eventual workplaces.

UNIT I

EMPLOYMENT AND THE ECONOMY

UNIT I: EMPLOYMENT AND THE ECONOMY

Introduction

Economics is a social science concerned chiefly with the description and analysis of production, distribution, and consumption of goods and services. This unit will provide activities that will expand the student's awareness of how the economic environment of a community affects employment opportunities. The economic environment of an area makes it a desirable place to live, to raise a family, and to work; it can also provide leisure-time opportunities. The factors that influence the successful development of a healthy economy are:

1. Natural Resources
2. Human Resources
3. Availability of Capital

Together these three factors form a troika that will create an economy that is beneficial to all who live in the community.

Unit I provides worksheets, information sheets, and activity sheets that will broaden and enhance students' understanding of what drives an economy and how employment opportunities are generated.

UNIT I: COMPETENCY AREA A: ECONOMICS AND NATURAL RESOURCES

Instructional Topic: Reviewing Your Community's Natural Resources

Review with the student the three factors that influence an economy and how the word "troika" is used to illustrate these three factors. The student will then follow directions on the student worksheet and complete the Student Activity Sheet: Natural Resources.

Needed Resources:

Student Worksheet: Reviewing Your Community's Natural Resources (p. 7)

Student Activity Sheet: Natural Resources (p. 8)

UNIT I: EMPLOYMENT AND THE ECONOMY

COMPETENCY AREA A: ECONOMICS AND NATURAL RESOURCES

INSTRUCTIONAL TOPIC: Reviewing Your Community's Natural Resources

Objective:	Become knowledgeable of how the natural resources in your community affect its economy.
Needed Resources:	Student Worksheet: Reviewing Your Community's Natural Resources (p.7) Student Activity Sheet: Natural Resources (p. 8)
Procedure:	Complete Student Activity Sheet: Natural Resources.

NATURAL RESOURCES

1. Identify several natural resources in your community.

2. Identify employment opportunities that are created by natural resources located in your community.

3. Comment on how certain natural resources in your community provide economic benefits and recreational opportunities.

UNIT I: COMPETENCY AREA B: ECONOMICS AND HUMAN RESOURCES

Instructional Topic: Human Resource Development

Review Student Information Sheet: Fastest-Growing Occupations with the class. Provide each student with a worksheet, an information sheet, and an activity sheet.

Needed Resources

- Student Worksheet: Human Resource Development (p. 11)
- Student Information Sheet: Fastest-Growing Occupations (p. 12)
- Student Activity Sheet: Employment Opportunities and How to Prepare for Them (p. 13)

UNIT I: EMPLOYMENT AND THE ECONOMY

COMPETENCY AREA B: ECONOMICS AND HUMAN RESOURCES

INSTRUCTIONAL TOPIC: Human Resource Development

Objective: Identify training and education in preparation for employment.

Needed Resources:
- Student Worksheet: Human Resource Development (p. 11)
- Student Information Sheet: Fastest-Growing Occupations (p.12)
- Student Activity Sheet: Employment Opportunities and How to Prepare for Them (p. 13)

Procedure: Complete Student Activity Sheet: Employment Opportunities and How to Prepare for Them.

FASTEST-GROWING OCCUPATIONS

The following is a list of today's fastest growing occupations from the South Carolina Employment Security Commission:

1. Home Health Aide
2. Human Services Worker
3. Computer Programmer
4. Computer Systems Analyst
5. Physical Therapy Assistant
6. Physical Therapist
7. Paralegal
8. Special Education Teacher
9. Medical Assistant
10. Corrections Officer
11. Private Detective
12. Travel Agent
13. Child Care Worker
14. Radiologic Technologist
15. Nursery Worker
16. Medical Records Technician
17. Operations Research Analyst
18. Occupational Therapist
19. Legal Secretary
20. Flight Attendant

EMPLOYMENT OPPORTUNITIES AND HOW TO PREPARE FOR THEM

1. Review the list of fastest growing occupations and identify courses and programs offered in your school that could provide the education and skills that could begin preparing you for employment in three of these areas.

Occupation	High School Courses
a.	
b.	
c.	

2. Identify the occupation(s) on your list that would require post-secondary education and training for possible employment.

3. Research two occupations that interest you from the above list. (Consider salary, education, experience, etc.) Where would you find employment in your community in these occupations?

Occupation	Possible Employer
a.	a.
b.	b.

UNIT I: COMPETENCY AREA C: ECONOMICS AND CAPITAL INVESTMENT

In class discussion, define "capital investment," identify possible sources for capital investment funds, and tell how these funds can affect the economics in a community.

Needed Resources

Student Worksheet: Capital Investment (p. 17)
Student Activity Sheet: Dollars and Sense (p. 18)

BEST COPY AVAILABLE

UNIT I: EMPLOYMENT AND THE ECONOMY

COMPETENCY AREA C: ECONOMICS AND CAPITAL INVESTMENT

INSTRUCTIONAL TOPIC: Capital Investment

Objective:	Identify capital resources such as financial incentives that encourage economic development.
Needed Resources:	Student Worksheet: Capital Investment (p. 17) Student Activity Sheet: Dollars and Sense (p. 18)
Procedure:	Review Student Worksheet. Complete Student Activity Sheet: Dollars and Sense.

DOLLARS AND SENSE

Capital investments make sense in the expansion and development of a local economy. These investments can result in a company/business locating in an area and providing many employment opportunities. Federal and state incentives such as tax exemptions for road construction and the development of industrial parks by local communities are examples of this type of investment.

1. Identify federal/state economic incentives that have been provided to your community.

2. How could the development of an industrial park encourage business/industry to locate in your area?

3. How would monies invested into education and training of people in your area encourage businesses/industries to locate there?

UNIT II

CAREER DEVELOPMENT

UNIT II: CAREER DEVELOPMENT

Introduction

The South Carolina School-to-Work Transition Act of 1994 mandates that by 1996-97, school district boards of trustees shall develop and implement a comprehensive system of career exploration and counseling that includes the following:

Career Development, Guidance, and Counseling Activities

(a) Sequential curriculum activities shall relate directly to life career planning, decision making, and integration of *career* concepts and *options* (career awareness/career exploration/career preparation); curriculum activities, educational opportunities, career information resources and career development programs shall be developmentally appropriate in *kindergarten through grade twelve* subject areas.

(b) School districts shall seek active participation of school personnel, parents, community, and business/industry in the career development of students; appropriate information shall be disseminated to these groups seeking their input, involvement, and expertise.

(c) School districts shall provide activities which emphasize and promote participation of all students in career development activities regardless of race, color, national origin, sex, or disability.

Comprehensive Career Guidance Plans

(a) Beginning *in grade six, students* and their *parents* and/or legal guardians in collaboration with appropriate school personnel shall prepare *plans (major plan and alternate plan)* for various career paths, ensuring that students are exposed to and familiar with career options.

(b) Beginning in grade eight, *students and their parents* and/or legal guardians in collaboration with appropriate school personnel shall *continue revising their comprehensive career guidance plans* including a post-secondary option, with the flexibility to move *between the Tech Prep and College Prep* career paths *up to the senior year of high school.*

UNIT II: CAREER DEVELOPMENT

Introduction continued

This unit will address the mandated sections of the School-to-Work Transition Act and provide information and activities that will assist students to develop the competencies as stated in the School-to-Work Transition Act.

Keep in mind that it is essential that **all students** have access to a full range of career options available. The promotion of gender equity in career exploration involves creating an educational environment which helps students free themselves of limiting sex role expectations and fosters preparation for future family and work roles. Gender equity, defined as the fair and just treatment of individuals, allows them to: (1) choose educational programs and careers; (2) enter programs and careers according to their needs, informed interests, and abilities; and (3) participate fully and benefit from those programs without regard to their sex.

Realistic career planning requires up-to-date information concerning career options, educational pathways to careers, and an assessment of personal aptitudes, interests, and abilities.

The Unit II format is divided into three competency areas of career development:

A. Career Awareness
B. Career Exploration
C. Career Preparation

UNIT II: COMPETENCY AREA A: CAREER AWARENESS

The initial process of career development requires individuals to become knowledgeable of their aptitudes, interests, and abilities; the career clusters; and sources of career information. Competency Area A provides three activities that will expand students' awareness of the information needed to realistically plan for a career. Review the Office of Occupational Education's organization of career clusters in Appendix A (pp. 175-176).

Instructional Topic: Career Clusters - A system of grouping occupations into clusters.

Review with students the career clusters. Students will then follow the directions on their Student Worksheets and complete the Student Activity Sheets.

Needed Resources: Duplicate
- Career Clusters (Appendix A, pp. 175-176)
- Student Worksheet: Career Clusters (p. 25)
- Student Activity Sheet: Career Clusters and Occupations (p. 26)

Instructional Topic: Career Interest Inventory/Career Planning Record

This activity involves collaboration with the counselor/career specialist in the administration of a career interest inventory and an evaluation of the results. A list of several career interest inventories is identified in Appendix B (p. 177). The counselor or career specialist will review the results of the inventory with the students. Beginning a Career Planning Record for each student will be the second part of this activity. A camera-ready copy of Career Planning Record is available from the State Department of Education, Office of Occupational Education, Curriculum Unit, 912 Rutledge Building, 1429 Senate Street, Columbia, SC 29201, phone 803-734-3522.

Needed Resources:
- Student Worksheet: Career Interest Inventory/Career Planning Record (p. 27)
- Student Activity Sheet: Career Interest Inventory/Career Planning Record (p. 28)
- Sample Career Planning Record (pp. 29-30)

UNIT II COMPETENCY AREA A: CAREER AWARENESS continued

Instructional Topic: Researching a Career

Review the Career Development resources presently located in the media center and the counselor's office. Make available to each student the list of general resources, and schedule classroom time for students to research their career interests.

Needed Resources:

Student Worksheet: Researching a Career (p. 31)
Student Information Sheet: General Resources (p. 32)
Student Activity Sheet: Career Informational Report (p. 33)

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA A: CAREER AWARENESS

INSTRUCTIONAL TOPIC: Career Clusters

Objective: After reviewing the information describing the career clusters, complete the Student Activity Sheet: Career Clusters.

Needed Resources:
Student Worksheet: Career Clusters (p. 25)
Appendix A: Office of Occupational Education Career Clusters (pp. 175-176)
Student Activity Sheet: Career Clusters and Occupations (p. 26)

Procedure:
Acquire necessary forms from instructor.
Review various clusters.
Review career cluster descriptions.
Complete Student Activity Sheet: Career Clusters and Occupations.

NAME_____

CAREER CLUSTERS AND OCCUPATIONS

Identify three career clusters in which you find interesting occupations. List three occupations within each cluster that are of interest to you and identify high school courses that are relevant to preparing for those careers.

Career Cluster_____

Occupation	Occupation	Occupation
School Courses	School Courses	School Courses

Career Cluster_____

Occupation	Occupation	Occupation
School Courses	School Courses	School Courses

Career Cluster_____

Occupation	Occupation	Occupation
School Courses	School Courses	School Courses

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA A: CAREER AWARENESS

INSTRUCTIONAL TOPIC: Career Interest Inventory/Career Planning Record

Objective I: Complete a Career Interest Inventory which will be administered and evaluated through the concerted efforts of your teacher and a counselor or career specialist.

Needed Resources:
Student Worksheet: Career Interest Inventory/Career Planning Record (p. 27)
Career Interest Inventory - Provided by Counselor or Career Specialist (p. 177)
Student Activity Sheet: Career Interest Inventory (p. 28)
Student Information Sheet: General Resources (p. 32)

Procedure: The teacher/counselor will schedule the administration and evaluation of a career interest inventory. This is <u>not</u> a test, but the inventory will indicate several careers in which you are showing an interest. Complete the career interest inventory results.

Objective II: Consider your career interests and the courses you'll need to take in school. Record plans on your Career Planning Record.

Needed Resources: Sample Career Planning Record (pp. 29-30)

Procedure: Complete your Career Planning Record for this year's grade level.

CAREER INTEREST INVENTORY

I. After a career interest inventory is administered by the counselor or career specialist, the counselor or career specialist will evaluate your inventory and will then discuss the results with you. List the careers in which you are showing an interest.

Career Interests _____

_____

_____

_____

From the Student Information Sheet: General Resources, identify other career information resources that will help you plan and prepare for a career.

_____

_____

_____

_____

_____

_____

CAREER PLANNING RECORD

II. The sample Career Planning Record is your record of careers in which you are interested. This record will be maintained throughout your high school years and will be reviewed and revised yearly as your career goals change.

Complete your sample Career Planning Record for this year's grade level.

CAREER PLANNING RECORD

Name_____

GRADE 6 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
Hobby/Leisure Activities_____
_____
Career Interest Inventory_____
Career Goal _____
Comments_____
_____
_____
_____
_____

GRADE 7 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
Hobby/Leisure Activities_____
_____
Career Interest Inventory_____
Career Goal_____
_____
Comments_____
_____
_____
_____
_____
_____
_____

GRADE 8 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
Hobby/Leisure Activities_____
_____
Career Interest Inventory_____
Career Goal_____
Comments_____
_____
_____
_____
_____

GRADE 9 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
Hobby/Leisure Activities_____
_____
Career Interest Inventory_____
Career Goal_____
Work Experience_____
Comments_____
_____
_____
_____
_____
_____
_____

GRADE 10 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
Hobby/Leisure Activities_____
_____
Career Interest Inventory_____
Exit Exam_____
Career Goal_____
Work Experience_____
Comments_____
_____
_____

GRADE 11 DATE:_____

High Interest School Subject_____
Low Interest School Subject_____
Prefers Activities:
Outside_____ Inside_____ Both_____
Physically:
Active_____ Average_____ Sedentary_____
Achievement(s)_____
_____
ASVAB_____
Hobby/Leisure Activities_____
_____
Exit Exam_____
Career Goal_____
Work Experience_____
_____
Comments_____
_____
_____
_____
_____

NAME _____

HIGH SCHOOL FOUR-YEAR EDUCATIONAL PLAN

GRADE 9 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

School-to-Work (Band/Sports/Work)

_____
_____
_____

GRADE 10 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

School-to-Work (Band/Sports/Work)

_____
_____
_____

GRADE 11 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

School-to-Work (Band/Sports/Work)

_____
_____
_____

GRADE 12 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

School-to-Work (Band/Sports/Work)

_____
_____
_____

Grade 12 DATE ____
High Achievement School Subject(s)_____

Low Achievement School Subject(s)_____

Educational Preparation_____
(Tech Prep/College Prep)_____
SAT: V___ M___ V___ M___
Exit Exam_____
ASVAB
Graduate_____Rank_____
Achievement(s)_____
_____

DEPARTMENT of EDUCATION
SOUTH CAROLINA

CAREER GOAL _____

POST-SECONDARY EDUCATIONAL PLAN MAJOR COURSE OF STUDY

_____

GRADE 13 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GRADE 14 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GRADE 15 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GRADE 16 DATE____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Military Branch_____
Job Title_____
Employment: Employer_____
Job Title_____
Youth Apprenticeship Area_____
School-to-Work Experience_____
_____Co-Op
_____Mentoring
_____Shadowing
_____Internship
_____Service Learning
_____Career Academy
Other

BEST COPY AVAILABLE

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA A: CAREER AWARENESS

INSTRUCTIONAL TOPIC: Researching a Career

Objective: Using available career information resources in the school's media center or the counselor's office (for example, the Internet) and using the career clusters list, complete the Career Informational Report.

Needed Resources:
Student Worksheet: Researching a Career (p. 31)
General Resources (p. 32)
Career Books, Magazines, etc.
Media Center
Career Center for Occupational Programs
Counselor/Career Specialist
SCOIS
Student Activity Sheet: Career Informational Report (p. 33)

Procedure:
Schedule class time to research a career in which you are interested.
Complete Student Activity Sheet: Career Informational Report.

GENERAL RESOURCES

The following is a list of recommended resources that should be made available to students in order for them to complete the Career Information Report.

The South Carolina Occupational Information System (SCOIS) is one of the best and most up-to-date sources for occupational information. All high schools, some middle schools, and most occupational/career centers have a terminal located either in the guidance office or, more appropriately, in a media center. This system can be purchased for individual middle/junior high schools through the schools' budgets, occupational education monies, grants, or other financial resources. For information and/or a complimentary demonstration, call or write SCOIS, 1550 Gadsden Street, Columbia, SC 29202, (803) 737-2733.

The Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH) are important resources for career guidance programs. Both publications are products of the United States Department of Labor and may be ordered from that source. The DOT includes descriptions of job duties and related information for 20,000 occupations, and the OOH describes in detail about 200 occupations. Bureau of Labor Statistics, 1371 Peachtree Street, NE, Atlanta, Georgia 30367, (404) 347-4416.

The Military Career Guide - This guide contains information regarding occupational titles, salaries, and educational requirements of all occupations in the military (Army, Navy, Marines, Coast Guard, and Air Force). Free from SCOIS, 1550 Gadsden Street, Columbia, SC 20202, (803) 737-2733.

High School Curriculum Guides - All high schools yearly publish a curriculum guide which outlines and briefly describes course offerings available to students. Some Occupational Education programs are housed in the high school and others are offered at district career centers.

Occupational Education Program Guide - District/Occupational career centers yearly publish brochures that list and briefly describe program offerings. Copies of these publications are free upon request from the centers.

College/University Catalogs - These publications contain program and course descriptions and are usually free upon request from institutions or can be found in guidance offices and media centers.

Career College Association - CCA publishes a guide yearly that describes careers that do not require four years of post-secondary training. Occupational descriptions and addresses of accredited proprietary career colleges and schools are included. Career College Association, 750 First Street NE, Suite 900, Washington, DC 20002.

Media Center - Each school should review its collection of career-oriented resource materials in order to provide students with up-to-date information.

CAREER INFORMATIONAL REPORT

Name _____ Career _____

A. Occupational description

B. Personal qualifications

C. Related careers

D. High school courses related to this career

E. Educational option you would pursue

F. Opportunities for experience

G. South Carolina salaries and employment outlook

H. Identification of a business/industry in your community that would employ you in this career

I. Results of your career interest inventory reflecting your career goal

J. Identification of entrepreneurship opportunities related to this career

K. Identification of military opportunities in this career

L. Identification of apprenticeship opportunities in this career

UNIT II: COMPETENCY AREA B: CAREER EXPLORATION

The strategy of exploring careers through on-site visits to business and industry can be valuable to the student. Providing students with an on-site experience requires careful planning and the active involvement of parents, teachers, counselors, career specialists and local business/industry personnel.

Instructional Topic: Clustering Business/Industry

Using the yellow pages of the telephone book, the students will match a business/industry and/or occupation to a cluster in which they have indicated an interest.

Needed Resources:

Telephone books - Yellow pages
Student Worksheet: Clustering Business/Industry (p. 37)
Student Activity Sheet: Clustering Business/Industry (p. 38)

Instructional Topic: Preliminary to Work Site Visit

Qualifying standards for students participating in this activity need to be developed and the results strictly followed. It is essential that before students visit a work site the following steps must be accomplished:

1. Review student-completed Career Planning Record, Career Interest Inventory, and Career Informational Report.
2. Identify a primary career interest for each student.
3. Collaborate with counselor/career specialist in identifying potential work sites and mentors.
4. Make students aware of expected conduct and work ethics.
5. Make each student aware that s/he will be required to keep a log of the day's activities.
6. Review student's school records before placement.
7. Develop permission forms for parents and personally contact parents before work site visit.
8. Require recommendations from teacher/counselor.
9. Schedule visits.
10. Place <u>one</u> student at each work site.
11. Have each student interview work site mentor.
12. Plan to visit some of the students at their work sites.

Sample forms and procedures can be located in the <u>School-to-Work Implementation Guide for Work-Based Learning</u>.

BEST COPY AVAILABLE

UNIT II: COMPETENCY AREA B: CAREER EXPLORATION continued

Needed Resources:
- Parent permission forms
- Teacher/Counselor recommendation form
- Student Worksheet: Preliminary to Work Site Visit (p. 39)

Instructional Topic: Work Site Visit

Placing students at a work site requires close coordination between school staff and business/industry representatives. Work with the counselor/career specialist in arranging and monitoring each student's exploratory experience.

Needed Resources:
- Student Activity Sheet: Work Site Visit (p. 40)

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA B: CAREER EXPLORATION

INSTRUCTIONAL TOPIC: Clustering Business/Industry

Objective:	Using the yellow pages of a telephone book and the Student Activity Sheet, identify the businesses/industries and/or occupations that match the cluster(s) in which you are interested.
Needed Resources:	Student Worksheet: Clustering Business/Industry (p. 37) Telephone Book - Yellow pages Student Activity Sheet: Clustering Business/Industry (p. 38)
Procedure:	Complete Activity Sheet: Clustering Business/Industry.

CLUSTERING BUSINESS/INDUSTRY

A. List the cluster in which you are interested and then list businesses/industries and/or occupations that relate to that cluster.

Cluster(s)	Business/Industry or Occupation
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.

B. From the list, identify three businesses/industries and/or occupations that are especially interesting to you.

1.

2.

3.

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA B: CAREER EXPLORATION

INSTRUCTIONAL TOPIC: Preliminary to Work Site Visit

Objective I:	Meet the qualifying standards set forth by the teacher, and provide all necessary documentation for the work site visit.
Needed Resources:	Student Worksheet: Preliminary to Work Site Visit (p. 39) School's parent permission form Teacher and counselor recommendations Approved means of transportation to work site
Procedure:	Review Career Informational Report. Complete qualifying requirements. Meet with teacher/career specialist concerning scheduled work site visit. Submit a completed parent permission form.
Objective II:	After completing all requirements, interview with a work site human resources manager to arrange for an on-site visit.
Resources:	Student Activity Sheet: Work Site Visit (p. 40) Approved transportation to work site Completed parent permission form Teacher/Counselor recommendations
Procedure:	Obtain counselor/teacher recommendation(s). Obtain approval for your work site visit. Visit work site. Interview with work site mentor. Submit day's log of activities and completed Student Activity Sheet: Work Site Visit.

WORK SITE VISIT

Name of Student _____
Name of Business/Industry _____
Name of Practitioner/Mentor _____ Career/Occupation _____
Title/Position _____ Date _____

1. Describe the employee's responsibilities.

2. What type of training/education is required for this position?

3. What does the employee like most about his/her work?

4. What skills are necessary to be successful in this occupation?

5. What I can do now to prepare for a career in this occupation?

6. Will the employee come to my class and tell us about preparing for this career?

7. Other interesting facts:

UNIT II: COMPETENCY AREA C: CAREER PREPARATION

Four-year high school plans should begin as early as the sixth grade and should be based upon a tentative career goal. This plan should be "revisited and revised yearly," as stated in the South Carolina School-to-Work Transition Act of 1994. It is reasonable to foresee that early identified career goals can change. The process of planning ahead is significant since it shows the students how they can use the school's curriculum to begin preparing for their future work as adults. The process of preparing and sustaining oneself involves continuing educational and skill development throughout the years of employability. Career preparation involves education and training; however, the amount of education is not a guarantee of career success.

Instructional Topic: Pathways to Careers

Divide the class into five or six groups. Each group will be given a list of five occupations to investigate to determine the amount of education and training required to enter this work. List six groups of occupational examples. Each group will report its findings to the class.

Needed Resources:

- Five/Six Group Worksheets: Pathways to Careers (p. 43)
- Five/Six Group Activity Sheets: Education/Training (p. 44)
- List of five occupations
- Appendix C: Suggested Sample Lists of Occupations (p. 179)
- Dictionary of Occupational Titles (DOT)
- South Carolina Occupational Information System (SCOIS) or other information resources
- School's Media Center

Instructional Topic: Preparing for a Career

Most employers have requirements other than education/training for one to be considered for employment. SCOIS lists current employment opportunities that identify some of these different conditions.

Needed Resources:

- Student Worksheet: Preparing for a Career (p. 45)
- Student Activity Sheet: Conditions for Employment (p. 46)
- Printout of employment opportunities listed on South Carolina Occupational Information System (SCOIS - Job Bank)

UNIT II: COMPETENCY AREA C: CAREER PREPARATION continued

Instructional Topic: Individual Career Plan

The activity sheets in this section will provide students an opportunity to become aware of the preparation necessary to enter an occupation. Their individual plans will encompass different levels of post-secondary education and training as may be required to enter a career. Review with students Appendix D: Post-Secondary Education Training Options (pp. 181-182). Each student will then complete an Individual Career Plan that reflects his/her preparation for a career.

Needed Resources:

- Student Worksheet: Individual Career Plan (p. 47)
- Appendix D: Post-Secondary Education Training Options (pp. 181-182)
- Student Activity Sheets:
  - Technical College Plan (p. 48)
  - College/University Plan (p. 49)
  - Graduate Plan (p. 50)
- College/University Catalogs
- Proprietary School Catalogs/Brochures
- Tech Prep Curriculum
- Military Career Guide
- Dictionary of Occupational Titles (DOT)
- Two-Year Technical School Outline

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA C: CAREER PREPARATION

INSTRUCTIONAL TOPIC: Pathways to Careers

Objective: Each person in your group will investigate the education training required for each level of employment in each of the five occupations on your list.

Needed Resources:
- Group Worksheet: Pathways to Careers (p. 43)
- Group Activity Sheet: Education/Training (p. 44)
- List of five occupations
- Appendix C: Suggested Sample Lists of Occupations (p. 179)
- Dictionary of Occupational Titles (DOT)
- South Carolina Occupational Information System (SCOIS) or other information resources
- School's Media Center

Procedure: Each person in the group will be responsible for investigating one of the listed careers by identifying the amount of education and training required for entry-level employment. You will then report your findings to the class.

BEST COPY AVAILABLE

GROUP_____

EDUCATION/TRAINING

1. Occupation:_____ Level of Education/Training:_____

   Skills Needed:_____

   _____

   _____

2. Occupation:_____ Level of Education/Training:_____

   Skills Needed:_____

   _____

   _____

3. Occupation:_____ Level of Education/Training:_____

   Skills Needed:_____

   _____

   _____

4. Occupation:_____ Level of Education/Training:_____

   Skills Needed:_____

   _____

   _____

5. Occupation:_____ Level of Education/Training:_____

   Skills Needed:_____

   _____

   _____

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA C: CAREER PREPARATION

INSTRUCTIONAL TOPIC: Preparing for a Career

Objective: You will investigate additional conditions for employment for several occupations (other than education and training requirements) that are described as part of employment opportunities in the South Carolina Occupational Information System's (SCOIS) Job Bank.

Needed Resources:
Student Worksheet: Preparing for a Career (p. 45)
Student Activity Sheet: Conditions for Employment (p. 46)
Printout of employment opportunities listed on the South Carolina Occupational Information System (SCOIS - Job Bank)

Procedure:
Review printout from SCOIS - Job Bank.
Complete Student Activity Sheet: Conditions for Employment.

CONDITIONS FOR EMPLOYMENT

The South Carolina Occupational Information System has databases that include information concerning employment opportunities and various criteria for employment other than education and training. This activity will require you to access SCOIS - Job Bank with the assistance of a guidance counselor or career specialist.

	Job Title	Conditions for Employment (Personal, shift, etc.)
1.		
2.		
3.		
4.		
5.		
6.		

UNIT II: CAREER DEVELOPMENT

COMPETENCY AREA C: CAREER PREPARATION

INSTRUCTIONAL TOPIC: Individual Career Plan

Objective: After reviewing Post-Secondary Education Training Options (pp. 181-182), complete a plan that will identify a curriculum that will prepare you for employment in a chosen career.

Needed Resources:
Student Worksheet: Individual Career Plan (p. 47)
Appendix D: Post-Secondary Education Training Options (pp. 181-182)
Student Activity Sheets: Technical College Plan, College/University Plan, and Graduate Plan (pp. 48-50)
College/University Catalogs
Proprietary School Catalogs/Brochures
Tech Prep Curriculum
Military Career Guide
Dictionary of Occupational Titles
Two-Year Technical School Outline

Procedure: Identify a career that you wish to prepare for and the education/training required to become employed in that field.

Using resources, complete the Student Activity Sheet(s) that will prepare you for this career.

If you have identified a career goal that requires more than two years of post-secondary education, you will need to complete the college/university plan and graduate plan.

TECHNICAL COLLEGE PLAN

Name _____

Technical College _____

Career Goal_____

13	14
1.	1.
2.	2.
3.	3.
4.	4
5.	5.
6.	6.

Tuition
Other

Degree Earned _____
Major Course of Study_____
Total Cost _____

Name _____

COLLEGE/UNIVERSITY PLAN

College _____

University _____

Career Goal _____

Using a college catalog, write in courses you may be required to take.

13 (Freshman Year)	14 (Sophomore Year)	15 (Junior Year)	16 (Senior Year)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

Degree Earned _____
Major Course of Study _____
Total Cost _____

Tuition _____ per year
Room/Board _____ per year
Other _____ per year

GRADUATE PLAN

Name _____

Graduate _____

Career Goal _____

17	18	19	20
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

Tuition _____
Room/Board _____
Other _____

Degree Earned _____
Total Cost _____

Medical Doctor _____ _____ State Exam--Internship
Attorney _____ _____ State Exam
Dentist _____ _____ State Exam
Veterinarian _____ _____ State Exam
Other _____ _____ Specialization

UNIT III

WORKPLACE READINESS

UNIT III: WORKPLACE READINESS

Introduction

This unit is based upon the United States Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) Report and the South Carolina Chamber of Commerce Report. Discussion and meetings with business owners, public employers' unions and stores were held to determine the skills needed for employment. Since technology has affected, is affecting, and will affect every facet of our lives, those entering the workplace must be able to meet new challenges and conditions. We can no longer allow our students to leave their formal education, at ANY level, without the skills necessary for them to become self-sustaining, contributing members of their communities.

Unit III provides students worksheets and student activity sheets that will enhance their development of competencies identified by business and industry as necessary for individuals to successfully enter and maintain employment. Eight competency areas are addressed through three topics with instructional activities for each area.

Competency Areas and Instructional Topics

A. Personal Qualities

1. The Work Ethic and Ethical Standards
2. Personal Management and Positive Attitudes
3. Assessing Personal Qualities and Goals

B. Thinking Skills

1. Solving Problems Through Creative Thinking
2. Processing Information, Identifying Options, and Making Decisions
3. Developing Plans of Action

C. Information

1. Researching Resources and Organizing Information
2. Interpreting and Condensing Information
3. Applying Information

D. Interpersonal

1. Leadership and Team Skills
2. Working With People From Diverse Backgrounds and Satisfying Customer Expectations
3. Art of Teaching and Art of Negotiation

E. Basic Skills

1 Communicating Ideas and Information With Others
2. Interpreting Information From a Variety of Sources
3. Applying Mathematical Concepts

F. Resources

1. Organizational Strategies
2. Managing Time
3. Identifying Resources to Meet Objectives

G. Technology

1. Selecting and Using Appropriate Procedures, Tools, and Equipment
2. Identifying Overall Intent and Procedures for Setup and Operation of Equipment
3. Safety and Maintenance Procedures for the Setup and Operation of Equipment

H. Systems

1. Identifying a System
2. Identifying Trends, Predicting Results, and Evaluating Systems
3. Evaluating and Improving Systems

UNIT III: COMPETENCY AREA A: PERSONAL QUALITIES

The competency area of Personal Qualities has activities that will impel the student to reflect, review, and evaluate qualities and goal-setting skills that will enhance his/her performance of responsibilities during employment. Setting goals for achieving greater quality performance in work is beneficial to the individual as well as the employer. Several personal qualities that are important to both are honesty, organization, creativity, sociability, dependability, loyalty, and cooperativeness. In order to perform work effectively and advance to a higher position, a person should set goals s/he wishes to attain as s/he individually plans a career and prepares for employment.

Instructional Topic: The Work Ethic

Review the content of Appendix E: The Work Ethic (pp. 183-184) with the class and discuss. Have students complete the Student Activity Sheet: Songs About Work. Then divide students into three or more groups where they will complete the Group Activity Sheet: Schoolwork. Have students interview workers in order to complete the final Student Activity Sheet: Ethics.

Needed Resources:

- Student Worksheet: The Work Ethic (p. 57)
- Student Activity Sheet: Songs About Work (p. 58)
- Group Activity Sheet: Schoolwork (p. 59)
- Student Activity Sheet: Ethics (p. 60)

Instructional Topic: Personal Management and Positive Attitudes

Employer expectations of employees involve specific work habits and attitudes that should be developed by individuals. The management of one's actions and the development of positive attitudes toward work and coworkers can determine the success of one's employment experience. Have students complete the Student Activity Sheet: Employer Expectations which lists some common behaviors that workers should exhibit and asks the students to consider the reasons that such behaviors are expected from employers. Students will assess themselves as they complete the Student Activity Sheet: Assessment of Schoolwork Habits and Attitudes and then be asked to name the areas that need improvement.

UNIT III: COMPETENCY AREA A: PERSONAL QUALITIES continued

Needed Resources:

Student Worksheet: Personal Management and Positive Attitudes (p. 61)
Student Activity Sheet: Employer Expectations (p. 62)
Student Activity Sheet: Assessment of Schoolwork Habits and Attitudes (p. 63)

Instructional Topic: Assessing Personal Qualities and Goals

This section includes a Student Activity Sheet that assesses an individual's desirable qualities and asks how these relate to the workplace. The students will identify their strongest qualities and then write how each quality would benefit an employer. The students will then review the Student Information Sheet: Goal Setting and complete the Activity Sheet: Setting Goals.

Needed Resources:

Student Worksheet: Assessing Personal Qualities and Goals (p. 65)
Student Information Sheet: Goal Setting (p. 66)
Student Activity Sheet: Assessing Personal Qualities (p. 67)
Student Activity Sheet: Setting Goals (p. 68)

UNIT III: WORKPLACE READINESS

COMPETENCY AREA A: PERSONAL QUALITIES

INSTRUCTIONAL TOPIC: The Work Ethic

Objective:	Become knowledgeable about what makes up a positive work ethic and how work is expressed through music.
Needed Resources:	Student Worksheet: The Work Ethic (p. 57) Student Activity Sheet: Songs About Work (p. 58) Group Activity Sheet: Schoolwork (p. 59) Student Activity Sheet: Ethics (p. 60)
Procedure:	Review Student Worksheet. Complete Student Activity Sheets and Group Activity Sheet.

NAME _____

Songs About Work

A. Write why you think that songs about work usually have lyrics that describe work in a negative way.

B. List four song titles that have lyrics about work.

1.

2.

3.

4.

C. How would you define the following words?

1. Work

2. Job

3. Occupation

4. Career

5. Profession

Schoolwork

Group Names:

_____

_____

_____

_____

_____

Using a popular melody, write lyrics that pertain to work done at school.

ETHICS

List ten ethical behaviors that are applicable to your present school responsibilities.

Interview a working person regarding rules and regulations at his/her place of employment.

Compare school rules with those of a business/industry.

UNIT III: WORKPLACE READINESS

COMPETENCY AREA A: PERSONAL QUALITIES

INSTRUCTIONAL TOPIC: Personal Management and Positive Attitudes

Objective: Upon completion of these activities, you will identify desirable personal work habits and positive mental attitudes expected by employers.

Needed Resources:
Student Worksheet: Personal Management and Positive Attitudes (p. 61)
Student Activity Sheet: Employer Expectations (p. 62)
Student Activity Sheet: Assessment of Schoolwork Habits and Attitudes (pp. 63-64)

Procedure: Complete instructional activities.

EMPLOYER EXPECTATIONS

Consider the numbered items below which list responsibilities that an employer expects from employees. Write a sentence explaining why an employer would expect each behavior.

1. When employees are sick or unable to go to work, they should notify their employers or supervisors as soon as possible.

2. Employees should always be on time.

3. Employees should provide a note from their doctors when they return to work from being ill.

4. Employees should be willing to work beyond the usual work time.

5. Employees should be willing to do extra work that is not part of their regular jobs.

6. Employees should not take supplies (pens, pencils, or paper), tools, or other company materials for personal use at home.

7. Employees should know what company policy is concerning salary increases, transfers, or promotions.

8. Employees should always consult with their supervisors when they are unsure of procedures.

Assessment of Schoolwork Habits and Attitudes

Place a check under the column that best describes your performance regarding schoolwork, habits, and attitudes.

	Always	Often	Seldom	Never
Dependability				
1. On time	_____	_____	_____	_____
2. Attendance (rarely absent)	_____	_____	_____	_____
3. Assignments completed	_____	_____	_____	_____
4. Works well alone	_____	_____	_____	_____
Initiative				
1. Completes assignments	_____	_____	_____	_____
2. Works ahead if challenged	_____	_____	_____	_____
Cooperativeness				
1. Works well with other students	_____	_____	_____	_____
2. Respects and interacts positively with staff	_____	_____	_____	_____
Cheerfulness and Enthusiasm				
1. Maintains a congenial attitude	_____	_____	_____	_____
2. Encourages	_____	_____	_____	_____
3. Is interested in trying new things	_____	_____	_____	_____
Acceptance of Criticism				
1. Willingly alters behaviors or procedures when corrected	_____	_____	_____	_____

Assessment of Schoolwork Habits and Attitudes continued

Acceptance of Criticism	**Always**	**Often**	**Seldom**	**Never**
2. Responds by improving	_____	_____	_____	_____
3. Learns from mistakes	_____	_____	_____	_____
Loyalty				
1. Actively participates in school organizations and events	_____	_____	_____	_____
2. Demonstrates a positive attitude toward school	_____	_____	_____	_____

The attitudes and habits you are developing now are becoming part of you. Identify the areas in which you need improvement.

_____

_____

_____

_____

_____

UNIT III: WORKPLACE READINESS

COMPETENCY AREA A: PERSONAL QUALITIES

INSTRUCTIONAL TOPIC: Assessing Personal Qualities and Goals

Objective: Review your personal qualities and goal setting skills, and complete the related Student Activity Sheet.

Needed Resources:
Student Worksheet: Assessing Personal Qualities and Goals (p. 65)
Student Information Sheet: Goal Setting (p. 66)
Student Activity Sheet: Assessing Personal Qualities (p. 67)
Student Activity Sheet: Setting Goals (p. 68)

Procedure:
Review Student Information Sheets.
Complete Student Activity Sheets.

GOAL SETTING

Goal setting is the key to personal fulfillment and achievement. A goal is a target toward which you move. Planning your next step in your job and career is a means of choosing which direction you want to go with your job and career. Goals are useful in that they help you move from where you are toward future situations.

Planning the future of your work and career is extremely difficult to achieve when a goal has not been planned. A story about a hunter illustrates this point. A hunter walking in the woods fired a shot into the trees and stated that he hoped he had hit some game. If that hunter had aimed, then fired, he would be more likely to have a successful hunt because he had a specific, identifiable target.

Assessing Personal Qualities

Using a dictionary, define each of these qualities and then rate yourself by completing the chart. Select three of your strongest qualities and describe how these qualities can be beneficial to an employer.

1. Sociable
2. Dependable
3. Patient
4. Independent
5. Organized
6. Confident
7. Enthusiastic
8. Responsible
9. Self-Starting
10. Creative
11. Loyal
12. Honest
13. Sincere
14. Cooperative

Qualities	Low	High
Sociable		
Dependable		
Patient		
Independent		
Organized		
Confident		
Enthusiastic		
Responsible		
Self-Starting		
Creative		
Loyal		
Honest		
Sincere		
Cooperative		

How are these qualities beneficial to an employer?

SETTING GOALS

Summarize your goals by completing the following.

1. **Work Goals**--Identify the type of work you want to do in a career. Name a short-term goal and a long-term goal.

_____
_____
_____
_____

2. **Personal Quality Goals**--List three personal goals you intend to work on.

_____
_____
_____
_____

3. **Leisure-time Goals**--List various leisure activities you plan to pursue during your adult life.

_____
_____
_____
_____

4. **Learning Goals**--Identify your goals related to preparing for employment (e.g., post-secondary majors, military job title, or continuing employment).

_____
_____
_____
_____

5. **Life-style Goals**--List several goals you have set concerning your future.

_____
_____
_____
_____

UNIT III: COMPETENCY AREA B: THINKING SKILLS

Thinking skills are needed in all employment situations regardless of the unit level or the education necessary for the position. This competency area includes creative thinking, making decisions, planning, and processing information. Student worksheets will provide students the opportunity to exercise and develop these competencies.

Instructional Topic: Creative Thinking

Each student will be presented a worksheet and an activity sheet that will require him/her to solve a problem using creative thinking.

Needed Resources:
- Student Worksheet: Creative Thinking (p. 71)
- Student Activity Sheet: Parking Problems (p. 72)

Instructional Topic: Processing Information and Making Decisions

Students will study three summer job opportunities to determine the pros and cons of each when they complete the Student Activity Sheet: Making Decisions. Direct the students to consider carefully the aspects of each job opportunity in order to weigh the choices.

Needed Resources:
- Student Worksheet: Processing Information and Making Decisions (p. 73)
- Student Activity Sheet: Making Decisions (p. 74)

Instructional Topic: Developing a Plan of Action

Students can relate to identifying a problem area at school. This gives them an opportunity to orally investigate an area of genuine concern to them, as well as brainstorm with peers about creative solutions. They appreciate the option of selecting their own topics with the guidelines given. Working in a cooperative group, the students will list three pertinent social/curriculum problems at school that need to be addressed and then select one of the relevant problems. In order to get pertinent information about the problem, students will survey a selected section of the school population. The group will then identify appropriate personnel to interview and, finally, develop a plan of action to address the problem.

BEST COPY AVAILABLE

UNIT III: COMPETENCY AREA B: THINKING SKILLS continued

Needed Resources:

Student Worksheet: Developing Plan of Action (p. 75)
Group Activity Sheet: Plan of Action (p. 76)

UNIT III: WORKPLACE READINESS

COMPETENCY AREA B: THINKING SKILLS

INSTRUCTIONAL TOPIC: Creative Thinking

Objective:	Resolve a problem using your creative thinking.
Needed Resources:	Student Worksheet: Creative Thinking (p. 71) Student Activity Sheet: Parking Problems (p. 72)
Procedure:	Complete Student Activity Sheet: Parking Problems.

PARKING PROBLEMS

You are the traffic control manager for your school. The school has many more students than the parking facilities were designed to accommodate. Expansion of the lot is impossible because of the lack of available land. The parking facility accommodates 150 cars, and the school now has 205 students who drive to school. The school is surrounded by a residential community. Resolve the transportation problem at the school using the space below to explain your resolution to this situation.

UNIT III: WORKPLACE READINESS

COMPETENCY AREA B: THINKING SKILLS

INSTRUCTIONAL TOPIC: Processing Information and Making Decisions

Objective: After studying the listed employment opportunities, decide which of the three you would consider for employment and the reason for your decision.

Needed Resources: Student Worksheet: Processing Information and Making Decisions (p. 73)
Student Activity Sheet: Making Decisions (p. 74)

Procedure: Review Student Worksheet.
Complete Student Activity Sheet: Making Decisions.

MAKING DECISIONS

You have several employment opportunities for your summer break and must decide which choice you will make.

1. Rank the three employment opportunities in the order of your preference.

2. Explain your reason for making your first choice.

3. What further information do you need to know concerning these job opportunities in order to make the best decision?

Opportunity 1: Employment with a business in which your responsibilities require few skills. Work 5 days a week, 40 hours. Minimum wage salary.

Opportunity 2: A work experience with a person in the field in which you want to pursue a career. Lunch and transportation are provided. No salary is offered.

Opportunity 3: Employment in outside work that pays above minimum wage and requires physical labor.

UNIT III: WORKPLACE READINESS

COMPETENCY AREA B: THINKING SKILLS

INSTRUCTIONAL TOPIC: Developing a Plan of Action

Objective:	Recognize problem and develop plan of action to address it.
Needed Resources:	Student Worksheet: Developing a Plan of Action (p. 75) Group Activity Sheet: Plan of Action (p. 76)
Procedure:	Review Student Worksheet. Complete Group Activity Sheet: Plan of Action.

PLAN OF ACTION

Discuss pertinent social/curriculum problems at school that need to be addressed, and list three of them. Choose one of the relevant problems, and survey selected individuals at school to get opinions regarding the problem. Compile the information gathered from the survey, and identify appropriate administrators, faculty, and/or staff to interview about the identified problem that needs to be addressed at school. Upon completion of the interview(s) with administrators, faculty, or staff, members of your group will develop a plan of action to address the problem, working within the same limitations as the administrator, faculty member, or staff personnel. Use back of sheet for more space.

Three Problems at School

1. _____

2. _____

3. _____

Chosen Problem:

Plan of Action:

UNIT III: COMPETENCY AREA C: INFORMATION

Information concerning employment, opportunities, criteria for employment, and other facts must be considered as individuals prepare themselves for careers and eventual employment. Competencies in this area include the ability to analyze charts and graphs, create new procedures as a result of research in the use of actuarial skills, and use resources to obtain problem solutions. Information that would assist students in completing the following activities should be acquired from the South Carolina Employment Security Commission, Office of Labor Market Information. Documents concerning this information can be obtained from 1540 Huger Street, Columbia, SC 29201, phone 803-737-2660.

Instructional Topic: Researching Resources and Organizing Information

After students have received instruction in gathering data and compiling it for a specific purpose, they will complete the activity which requires them to research manufacturers in South Carolina and organize the findings.

Needed Resources:

Student Worksheet: Researching Resources and Organizing Information (p. 79)

Student Activity Sheet: Researching and Organizing (p. 80)

Instructional Topic: Interpreting and Condensing Information

Students will build on information gathered in the previous activity to complete the Student Activity Sheet: Factors. Encourage students to cite the sources of gathered information that they use to make interpretations.

Needed Resources:

Student Worksheet: Interpreting and Condensing Information (p. 81)

Student Activity Sheet: Factors (p. 82)

Instructional Topic: Applying Information

Students will use real world examples and current research to complete this activity in which they must consider numerous factors that impact a community when a large business/industry chooses to locate there.

Needed Resources:

Student Worksheet: Applying Information (p. 83)

Student Activity Sheet: Impact (p. 84)

BEST COPY AVAILABLE

UNIT III: WORKPLACE READINESS

COMPETENCY AREA C: INFORMATION

INSTRUCTIONAL TOPIC: Researching Resources and Organizing Information

Objective: Learn how to research and organize information.

Needed Resources:
- Student Worksheet: Researching Resources and Organizing Information (p. 79)
- Student Activity Sheet: Researching and Organizing (p. 80)
- Labor Market Information - Employment Security Commission
- Chamber of Commerce Report - Industrial Directory

Procedure: Complete Student Activity Sheet: Researching and Organizing.

RESEARCHING AND ORGANIZING

Research the three most profitable manufacturing companies in South Carolina and organize the information regarding products, numbers of employees, and international trade.

What is the geographic significance of these companies?

What role does the Chamber of Commerce at the state and local level play in convincing businesses to locate in South Carolina?

	Product	Number of Employees	International Trade
Company I			
Geographic Significance			
Company II			
Geographic Significance			
Company III			
Geographic Significance			

UNIT III: WORKPLACE READINESS

COMPETENCY AREA C: INFORMATION

INSTRUCTIONAL TOPIC: Interpreting and Condensing Information

Objective:	Use information to determine its significance.
Needed Resources:	Student Worksheet: Interpreting and Condensing Information (p. 81) Student Activity Sheet: Factors (p. 82)
Procedure:	Complete Student Activity Sheet: Factors.

FACTORS

Using the previous activity, Researching and Organizing, determine parts of South Carolina where business is locating and where it chooses not to locate. Identify factors that you believe determine where businesses/industries locate in South Carolina. Identify how communities can enhance the possibility of businesses/industries locating in their areas.

UNIT III: WORKPLACE READINESS

COMPETENCY AREA C: INFORMATION

INSTRUCTIONAL TOPIC: Applying Information

Objective:	Use information to determine outcomes.
Needed Resources:	Student Worksheet: Applying Information (p. 83) Student Activity Sheet: Impact (p. 84)
Procedure:	Review Student Worksheet. Complete Student Activity Sheet: Impact.

IMPACT

In what ways does the arrival of a large business/industry impact on the community? What would the role of the town/city council be to accommodate this business/industry? What possible problems would the town council need to address related to the plant locating in its area? What are some positive factors and negative factors that this would incur?

Write a three-paragraph report answering the questions above that could be given to the print media by the town/city council chairperson as a justification for attracting new industry to the area.

UNIT III: COMPETENCY AREA D: INTERPERSONAL

Working with others requires the development of a well-rounded personality that includes the ability to function as a team member and to be, at times, a leader, a teacher, a negotiator, and a skillful communicator. The student worksheets provide challenging individual and group activities that will enhance the student's ability to successfully work with others.

Instructional Topic: Developing Leadership and Team Skills

Review Appendix F: Characteristics of Leaders, The Leader as a Person, and Leadership (pp. 185-187) with the class. Also, using the Student Information Sheet: Characteristics of Leaders and Team Players, discuss traits and skills that leaders and team players should possess.

Needed Resources:

- Student Worksheet: Developing Leadership and Team Skills (p. 87)
- Student Information Sheet: Characteristics of Leaders and Team Players (p. 88)
- Student Activity Sheet: Identifying Leadership Skills (p. 89)

Instructional Topic: Working With Diverse Populations

Use the Student Information Sheet: Getting Along With Others to begin discussion on the subject of people of diverse cultures/backgrounds in the workplace, as coworkers and as customers.

Needed Resources:

- Student Worksheet: Working With Diverse Populations (p. 91)
- Student Information Sheet: Getting Along With Others (p. 92)
- Student Activity Sheet: Working With Others (p. 93)

Instructional Topic: Art of Teaching and Negotiation

For the group activity, divide the class into small groups of three to five students. Have each group choose a leader. Each group's task is to develop a short skit or presentation illustrating a situation in which someone is not using tact. As each group's skit is acted out, have the class members suggest (orally or in writing) how the person(s) could have been more tactful.

UNIT III: COMPETENCY AREA D: INTERPERSONAL continued

Needed Resources:

Student Worksheet: Art of Teaching and Negotiation (p. 95)
Student Activity Sheet: Teaching Others New Skills (p. 96)
Group Activity Sheet: Tact in Everyday Life (p. 97)

UNIT III: WORKPLACE READINESS

COMPETENCY AREA D: INTERPERSONAL

INSTRUCTIONAL TOPIC: Developing Leadership and Team Skills

Objective: Identify leadership skills and expand/enhance team skills.

Needed Resources:
- Student Worksheet: Developing Leadership and Team Skills (p. 87)
- Student Information Sheet: Characteristics of Leaders and Team Players (p. 88)
- Student Activity Sheet: Identifying Leadership Skills (p. 89)

Procedure:
- Review Student Worksheet.
- Review Student Information Sheet: Characteristics of Leaders and Team Players.
- Complete Student Activity Sheet: Identifying Leadership Skills.

CHARACTERISTICS OF LEADERS AND TEAM PLAYERS

Business and industry environments need employees who can be leaders and team players. The team concept is becoming more prevalent in the work world as businesses and industries realize that workers are more productive when they have the freedom to become leaders and are also expected to work as team players.

The following are some traits and skills that leaders and team players should exhibit.

Leaders
1. responsibility
2. integrity
3. tactfulness
4. plan-oriented
5. articulate
6. decisive
7. focused
8. visionary
9. empathetic

Team Players
1. tactfulness
2. cooperation
3. accepting of assignments
4. positive attitude
5. willing to assist others
6. ability to take instruction
7. initiate ideas
8. punctuality
9. respect others' decisions

IDENTIFYING LEADERSHIP SKILLS

Identify a person who you think is a leader. List the skills that make this person an effective leader and how s/he demonstrates these skills.

Name of Person _____

Effective Leadership Skills	How Demonstrated
1.	
2.	
3.	
4.	
5.	

UNIT III: WORKPLACE READINESS

COMPETENCY AREA D: INTERPERSONAL

INSTRUCTIONAL TOPIC: Working With Diverse Populations

Objective: Develop positive work attitudes.

Needed Resources:
- Student Worksheet: Working With Diverse Populations (p. 91)
- Student Information Sheet: Getting Along With Others (p. 92)
- Student Activity Sheet: Working With Others (p. 93)

Procedure:
- Review Student Worksheet.
- Review Student Information Sheet: Getting Along With Others.
- Complete Student Activity Sheet: Working With Others.

GETTING ALONG WITH OTHERS

Positive working relationships with coworkers involves working together toward common goals. Personal feelings of resentment and suspiciousness can be roadblocks to these relationships and often cause unproductive behavior and negative feelings.

Positive Interpersonal Skills

1. Sense of pride in accomplishing work tasks
2. Contributing as a team member
3. Respect for others
4. Willingness to assist others
5. Good attendance
6. Conscientiousness

Meeting Customer Expectations

Consistency in meeting the needs of customers is important if businesses and industries are to be successful. Many customers will return to a business if the customer service is excellent. Poor customer-employee interaction can mean the loss of a customer.

WORKING WITH OTHERS

A. 1. Define cultural diversity.

2. List at least five diverse people groups that comprise a community.

3. Discuss why respecting diversity is important for organizational effectiveness.

4. Write a paragraph concerning your experiences working with diverse people/groups that demonstrates either a positive or negative work situation.

B. With a partner, write two scenarios based on personal experience, one in which you depict a positive employee-customer interaction and the other in which you depict a negative interaction. Then role-play for the class these two scenarios.

Scenario I

Scenario II

UNIT III: WORKPLACE READINESS

COMPETENCY AREA D: INTERPERSONAL

INSTRUCTIONAL TOPIC: Art of Teaching and Negotiation

Objective: Demonstrate ability to instruct others in acquiring new skills. Expand negotiation skills.

Needed Resources:
- Student Worksheet: Art of Teaching and Negotiation (p. 95)
- Student Activity Sheet: Teaching Others New Skills (p. 96)
- Group Activity Sheet: Tact in Everyday Life (p. 97)

Procedure:
- Review Student Worksheet.
- Complete Student Activity Sheet: Teaching Others New Skills.
- Complete Group Activity Sheet: Tact in Everyday Life.

TEACHING OTHERS NEW SKILLS

Teaching others a new skill requires organization and a thorough knowledge of the skill to be taught.

Write a "how to" paragraph/paper explaining how to make or do something.

Develop a plan in which you will teach the class a skill.

TACT IN EVERYDAY LIFE

Tact - the ability to not hurt others' feelings or cause anger.

Choose a leader for your group. The group's goal is to develop a short skit or presentation illustrating a situation in which an individual(s) failed to demonstrate tact. This can be a previous situation a member(s) of your group has experienced, or you can invent new situations about home, school, or work. Present this to the class and have them suggest how the person(s) could have been more tactful.

UNIT III: COMPETENCY AREA E: BASIC SKILLS

Today's employees must be able to communicate with a variety of people who work in different settings. Workers receive information with oral and written directions and must be prepared to make decisions based upon their interpretation of what they hear and read. The world of mathematics has also changed with the advent of specialized calculators and computer programs; however, the worker must be able to solve problems based upon basic mathematical concepts. This unit provides activities that will challenge students to use the basic skills of communications and mathematics.

Instructional Topic: Communicating Information

Identify three students who will provide oral instructions to the class that will result in the drawing of a figure or object. The class will draw figures or objects according to the directions given by a student. See a business/marketing instructor in your school or career center to obtain information/resources on telephone etiquette.

Needed Resources:

Student Worksheet: Communicating Information (p. 101)
Student Activity Sheet: Communicating (p. 102)
Paper for drawing

Instructional Topic: Interpreting Information

Discuss with students the variety of ways industry influences people's current buying habits. Explain the term "potability" before students begin researching the claims of companies that sell bottled water.

Needed Resources:

Student Worksheet: Interpreting Information (p. 103)
Student Activity Sheet: Potability (p. 104)

Instructional Topic: Applying Mathematical Concepts

The car-related math exercise is used here as a real-life example of money management that most students can relate to. Use as many relevant, interesting assignments as possible so that students can connect academic concepts to the world outside of school.

UNIT III: COMPETENCY AREA E: BASIC SKILLS continued

Needed Resources:

Student Worksheet: Applying Mathematical Concepts (p. 105)
Student Activity Sheet: Car Costs (p. 106)

UNIT III: WORKPLACE READINESS

COMPETENCY AREA E: BASIC SKILLS

INSTRUCTIONAL TOPIC: Communicating Information

Objective:	Provide oral instructions that result in a drawn figure or object.
Needed Resources:	Student Worksheet: Communicating Information (p. 101) Student Activity Sheet: Communicating (p. 102) Paper for drawing
Procedure:	Review Student Worksheet. Complete Student Activity Sheet: Communicating.

COMMUNICATING

Compose a series of instructions that will result in the drawing of a figure or object. You will then orally present these instructions to the class and each student will draw according to your directions.

1.

2.

3.

4.

5.

When answering the telephone at a place of business, it is important that you follow a procedure that will convey to the caller that you will adequately respond to his/her needs.

List three procedures that should always be followed when answering the telephone at a place of business.

1.

2.

3.

List three behaviors that should never occur when one answers the telephone at a place of business.

1.

2.

3.

UNIT III: WORKPLACE READINESS

COMPETENCY AREA E: BASIC SKILLS

INSTRUCTIONAL TOPIC: Interpreting Information

Objective:	Interpret marketability of a product.
Needed Resources:	Student Worksheet: Interpreting Information (p. 103) Student Activity Sheet: Potability (p. 104)
Procedure:	Review Student Worksheet. Complete Student Activity Sheet: Potability.

POTABILITY

The quality of drinking water in many parts of South Carolina is becoming a problem. This has led to the development of a new industry that markets bottled water. These companies claim that their water comes from deep, unpolluted wells and that it is especially beneficial to one's health. You will gather information from a variety of sources that will convince you of the validity of their claims or prove that these claims are unfounded.

1. List several claims made by companies as to the quality and origin of their bottled water.

Company	Quality	Origin

2. If you were to form a company that provides "safe" drinking water, describe how you would market your product in order to be competitive.

Quality

Origin

Price

Container

UNIT III: WORKPLACE READINESS

COMPETENCY AREA E: BASIC SKILLS

INSTRUCTIONAL TOPIC: Applying Mathematical Concepts

Objective: Determine the cost of owning a car.

Needed Resources: Student Worksheet: Applying Mathematical Concepts (p. 105)
Student Activity Sheet: Car Costs (p. 106)

Procedure: Review Student Worksheet.
Complete Student Activity Sheet: Car Costs.

CAR COSTS

New cars have a markup approximately 15-18% of the sticker price. To purchase the following cars and trucks, what is the dollar amount of the markup for each?

1998	Nissan Maxima	18%	$28,350.00	_____
1998	Isuzu Rodeo	15%	$19,995.00	_____
1998	Buick LeSabre	12%	$15,995.00	_____
1998	Toyota Tacoma	13%	$16,275.00	_____
1998	Ford Escort	11%	$10,995.00	_____

1. If the car dealership gets 2/3 of the markup for each of these vehicles, then how much would the salesperson receive for selling each of the above cars?

Maxima _____
Rodeo _____
LeSabre _____
Tacoma _____
Escort _____

2. The state sales tax on a vehicle is 3% (with a maximum of $300) of the selling price. What will be your tax obligation to the state for each vehicle listed below?

Car	Selling Price	Tax
1986 Chevrolet Caprice	$1,400.00	_____
1992 Geo Metro	$3,800.00	_____
1994 Toyota Camry	$10,900.00	_____
1997 Cadillac DeVille	$41,500.00	_____

3. If you could make a down payment of 10% on the selling price of the Tacoma, what would be your monthly payment on this vehicle financed over five years at 9% interest? _____

UNIT III: COMPETENCY AREA F: RESOURCES

A resource is defined as something that can be drawn upon that will effectively assist in the resolution of a problem. The worksheets in this unit provide the student with situations that require various resources that will assist in resolving problems arising from hypothetical situations and/or responsibilities.

Instructional Topic: Organizational Strategies

In this group activity, three groups of students will plan and organize three different events.

Needed Resources:

- Group Worksheet: Organizational Strategies (p. 109)
- Group Activity Sheet: Event Plan (p. 110)

Instructional Topic: Managing Time

This activity requires the students to develop a two-week plan of activities. Select a current two-week period so that the students can individually plan their daily activities.

Needed Resources:

- Student Worksheet: Managing Time (p. 111)
- Student Information Sheet: Managing Your Time (p. 112)
- Student Activity Sheet: Calendar of Activities (p. 113)

Instructional Topic: Identifying Resources to Meet Objectives

Provide students the opportunity to utilize SCOIS and other resources concerning employment opportunities.

Needed Resources:

- Student Worksheet: Identifying Resources to Meet Objectives (p. 115)
- Student Activity Sheet: Finding Part-Time Employment (p. 116)
- South Carolina Occupational Information System (SCOIS)
- Newspaper Want Ads
- Counselors/Career Specialists

UNIT III: WORKPLACE READINESS

COMPETENCY AREA F: RESOURCES

INSTRUCTIONAL TOPIC: Organizational Strategies

Objective: Plan and organize an event.

Needed Resources: Group Worksheet: Organizational Strategies (p. 109)
Group Activity Sheet: Event Plan (p. 110)

Procedure: Review Group Worksheet.
Divide class into three groups and complete the Group Activity Sheet: Event Plan.

EVENT PLAN

Your group will plan an event that will include all the necessary preparations and considerations that will assure the event's success (budget, assignments, time lines, etc.).

Event

UNIT III: WORKPLACE READINESS

COMPETENCY AREA F: RESOURCES

INSTRUCTIONAL TOPIC: Managing Time

Objective: Develop a two-week plan of school activities to help you manage your time wisely.

Needed Resources:
Student Worksheet: Managing Time (p. 111)
Student Information Sheet: Managing Your Time (p. 112)
Student Activity Sheet: Calendar of Activities (p. 113)

Procedure:
Review Student Worksheet.
Review Student Information Sheet: Managing Your Time.
Complete Student Activity Sheet: Calendar of Activities.

MANAGING YOUR TIME

Good time management can mean success in our lives and in our jobs. In this activity, you will be provided a two-week planner that contains enough space to insert activities for each day. Include special occasions such as holidays and other days that don't require you to attend school. Include school/class assignments, home responsibilities, study time, and part-time work. After the two-week period, comment on the effectiveness of this activity as it relates to giving you an awareness of how your time is spent. Discuss any changes you may make as a result of this activity.

CALENDAR OF ACTIVITIES

In this activity, you will complete a two-week planner. Include home responsibilities, study time, part-time work, time spent at school, and school-related activities. After the two-week period, comment on the effectiveness of this activity as it relates to giving you an awareness of how your time has been spent. Discuss any changes you might make as a result of this activity.

Two-Week Planner

		S	M	T	W	TH	F	SAT
Week One	AM							
	PM							
Week Two	AM							
	PM							

BEST COPY AVAILABLE

UNIT III: WORKPLACE READINESS

COMPETENCY AREA F: RESOURCES

INSTRUCTIONAL TOPIC: Identifying Resources to Meet Objectives

Objective: Develop strategies and resources that can assist you in acquiring part-time or summer employment.

Needed Resources:
- Student Worksheet: Identifying Resources to Meet Objectives (p. 115)
- Student Activity Sheet: Finding Part-Time Employment (p. 116)
- SCOIS
- Newspaper Want Ads
- Counselors/Career Specialists

Procedure:
- Review Student Worksheet.
- Complete Student Activity Sheet: Finding Part-Time Employment.

FINDING PART-TIME EMPLOYMENT

Finding part-time employment requires you to identify opportunities at local businesses that would provide schedules of part-time work that could be integrated with your school responsibilities. Resources that could assist you in this endeavor are guidance counselor, career specialist, SCOIS, local newspaper ads, the Internet, and visitation to possible employment sites. If already employed, relate in a written description how you secured employment.

1. I am already employed and this is how I got my part-time job.

2. Provide several newspaper ads or a SCOIS printout for part-time employment opportunities that sound interesting to you.

3. Apply for part-time employment and describe your experience.

UNIT III: COMPETENCY AREA G: TECHNOLOGY

Technology affects everything that we do in life. This unit identifies the importance of the ability to use technology to enhance our productivity in the performance of work.

Instructional Topic: Selecting and Using Appropriate Procedures, Tools, and Equipment

Provide students an opportunity to visit an occupational program in order to complete the Student Activity Sheet.

Needed Resources:

- Student Worksheet: Selecting and Using Appropriate Procedures, Tools, and Equipment (p. 119)
- Student Activity Sheet: Tools and Equipment (p. 120)
- Occupational Education Program(s)

Instructional Topic: Identifying Overall Intent and Procedures for Setup and Operation of Equipment

Plan a visit to a business/industry and schedule a technician/employee to demonstrate the procedures for the operation and capabilities of equipment at that work site. Or, visit an occupational program at the career center and have students demonstrate equipment setup and operation capabilities.

Needed Resources:

- Student Worksheet: Identifying Overall Intent and Procedures for Setup and Operation of Equipment (p. 121)
- Student Activity Sheet: Intent, Setup, and Operation of Equipment (p. 122)
- Occupational Education Program instructor
- Technician/Employee at community business/industry work site

Instructional Topic: Safety and Maintenance Procedures in the Operation of Equipment

Schedule a class visit to the Automotive Technology class to observe how the computerized automotive diagnostic equipment is used to troubleshoot automotive systems. Students will complete a worksheet for this activity.

UNIT III: COMPETENCY AREA G: TECHNOLOGY continued

Needed Resources:

Student Worksheet: Safety and Maintenance Procedures in the Operation of Equipment (p. 123)

Student Activity Sheet: Safety and Maintenance Procedures (p. 124)

Occupational Education Program

UNIT III: WORKPLACE READINESS

COMPETENCY AREA G: TECHNOLOGY

INSTRUCTIONAL TOPIC: Selecting and Using Appropriate Procedures, Tools, and Equipment

Objective: During your visit to an occupational program, determine the effectiveness of appropriate procedures, tools, and equipment that produce a service or product.

Needed Resources:
Student Worksheet: Selecting and Using Appropriate Procedures, Tools, and Equipment (p. 119)
Student Activity Sheet: Tools and Equipment (p. 120)
Occupational Education Program(s)

Procedure:
Review Student Worksheet.
Visit Occupational Program.
Complete Student Activity Sheet: Tools and Equipment.

TOOLS AND EQUIPMENT

Comment on the following.

1. Identify an occupation.

2. Identify several procedures that are necessary in this occupation.

3. What tools are needed in this occupation?

4. What equipment is necessary in this occupation?

5. How does the selection of tools and equipment and the use of standard procedures generate a quality performance by persons involved in the accomplishing of a task?

UNIT III: WORKPLACE READINESS

COMPETENCY AREA G: TECHNOLOGY

INSTRUCTIONAL TOPIC: Identifying Overall Intent and Procedures for Setup and Operation of Equipment

Objective: Observe and comment on the demonstrated setup and operation of a computer.

Needed Resources:
- Student Worksheet: Identifying Overall Intent and Procedures for Setup and Operation of Equipment (p. 121)
- Student Activity Sheet: Intent, Setup, and Operation of Equipment (p. 122)
- Occupational Education Program Instructor
- Technician/Practitioner at community business/industry work site

Procedure:
- Participate in class presentation.
- Complete Activity Sheet: Intent, Setup, and Operation of Equipment.

INTENT, SETUP, AND OPERATION OF EQUIPMENT

Write at least three paragraphs explaining the intent, setup, and operation of equipment by answering the following questions. Keep in mind that your target audience has no knowledge of this equipment.

1. What is the purpose of the equipment demonstrated?
2. Why are specific procedures for setup of this equipment important?
3. What types of skills are necessary for the operation of this equipment?

UNIT III: WORKPLACE READINESS

COMPETENCY AREA G: TECHNOLOGY

INSTRUCTIONAL TOPIC: Safety and Maintenance Procedures in the Operation of Equipment

Objective: Identify the safety and maintenance procedures for operating equipment.

Needed Resources:
- Student Worksheet: Safety and Maintenance Procedures in the Operation of Equipment (p. 123)
- Student Activity Sheet: Safety and Maintenance Procedures (p. 124)
- Occupational Education Program

Procedure: Complete Student Activity Sheet: Safety and Maintenance Procedures.

SAFETY AND MAINTENANCE PROCEDURES

After visiting an Automotive Technology class to observe how the computerized automotive diagnostic equipment is used to troubleshoot automotive systems, identify safety and maintenance procedures that must be followed in order to get maximum, safe performance from equipment and personnel. List at least three safety procedures observed and state the purpose of each procedure. Also, list five maintenance procedures observed and state the need for each one.

UNIT III: COMPETENCY AREA H: SYSTEMS

A system is an orderly set or arrangement of related facts (things) and procedures that result in a desired outcome. Systems play an integral part in all successful businesses and industries. It is important that employees be ready to willingly function within a system in the workplace since systems function to create orderly and effective procedures that guarantee viable results. Systems are continually being improved to provide quality products/services.

Instructional Topic: Identifying Systems

Students will define the word system, describe its characteristics, and give examples.

Needed Resources:
- Student Worksheet: Identifying Systems (p. 127)
- Student Information Sheet: What Are Systems? (p. 128)
- Student Activity Sheet: Systems (p. 129)

Instructional Topic: Identifying Trends, Predicting Results, and Evaluating Systems

Students will study the popularity of sports utility vehicles in the last few years and make predictions based on their findings.

Needed Resources:
- Student Worksheet: Identifying Trends, Predicting Results, and Evaluating Systems (p. 131)
- Student Activity Sheet: Trends, Results, and Evaluation (p. 132)

Instructional Topic: Evaluating and Improving Systems

Through the process of investigating sound systems that provide them hours of listening pleasure, students will evaluate such systems and suggest improvements.

Needed Resources:
- Student Worksheet: Evaluating and Improving Systems (p. 133)
- Student Information Sheet: Evaluating and Improving Systems (p. 134)
- Student Activity Sheet: Sound Systems (p. 135)

UNIT III: WORKPLACE READINESS

COMPETENCY AREA H: SYSTEMS

INSTRUCTIONAL TOPIC: Identifying Systems

Objective: Define system and describe the characteristics of a system.

Needed Resources:
Student Worksheet: Identifying Systems (p. 127)
Student Information Sheet: What Are Systems? (p. 128)
Student Activity Sheet: Systems (p. 129)

Procedure:
Review Student Worksheet.
Review Student Information Sheet: What Are Systems?
Complete Student Activity Sheet: Systems.

WHAT ARE SYSTEMS?

Various electronic companies have met the challenges of the 90's by developing systems with components that will provide TV, VCR, and CD entertainment in one package. This is an example of a system of multiple components with the purpose of entertaining.

Systems are integral to all employment and can appear as groups of procedures within which a person must work and toward which the employee must be fully oriented. The employee is a component of the system and brings to that system unique skills that will result in the accomplishment of the system's purpose. Many other types of systems exist that, because of their components, perform necessary functions that produce a desired result.

SYSTEMS

1. Using a resource, find the definition of the word *system* and write it below.

_____
_____
_____

2. Explain why the following are considered systems.

A. Digestive System

B. School System

C. Stereo System

UNIT III: WORKPLACE READINESS

COMPETENCY AREA H: SYSTEMS

INSTRUCTIONAL TOPIC: Identifying Trends, Predicting Results, and Evaluating Systems

Objective: Discuss how life-styles can affect trends in the production of automotive vehicles.

Needed Resources: Student Worksheet: Identifying Trends, Predicting Results, and Evaluating Systems (p. 131)
Student Activity Sheet: Trends, Results, and Evaluation (p. 132)

Procedure: Review Student Worksheet.
Complete Activity Sheet: Trends, Results, and Evaluation.

TRENDS, RESULTS, AND EVALUATION

1. The popularity of sport utility vehicles has increased dramatically over the last few years.

   A. Comment on how life-styles have brought about this trend in popularity.

   B. How is this information valuable to car manufacturers, considering the impact it would have on their manufacturing systems?

   C. Visit a car dealership and record comments regarding the popularity of this type of vehicle.

   D. Evaluate the usefulness of this vehicle compared to other vehicles and predict the future desirability of this type of transportation.

2. What other newly developed recreational vehicles are becoming popular and why?

UNIT III: WORKPLACE READINESS

COMPETENCY AREA H: SYSTEMS

INSTRUCTIONAL TOPIC: Evaluating and Improving Systems

Objective: Evaluate the components of a system and recommend improvements that would make this system more effective.

Needed Resources:
- Student Worksheet: Evaluating and Improving Systems (p. 133)
- Student Information Sheet: Evaluating and Improving Systems (p. 134)
- Student Activity Sheet: Sound Systems (p. 135)

Procedure:
- Review Student Worksheet.
- Review Student Information Sheet: Evaluating and Improving Systems.
- Complete Student Activity Sheet: Sound Systems.

EVALUATING AND IMPROVING SYSTEMS

The reproduction of music for commercial purposes is continually being developed. Cassette tapes were designed to be used in a system that provides music to the listener through a tape player and various speakers that enhance the quality of the music. Succeeding technological development has provided a system composed of a compact disc that uses laser technology to reproduce sound through speakers and other components that produce high quality sound.

SOUND SYSTEMS

Research sound systems and answer the following questions in a written or oral report. Why has the reproduction of music been continually developed? What components of a sound system need to be simultaneously developed? How do visual components increase the enjoyment of sound systems? How would improvements in sound systems and reproduction of music affect your present collection of recorded music?

BEST COPY AVAILABLE

UNIT IV

EMPLOYMENT IN THE WORK FORCE

UNIT IV: EMPLOYMENT IN THE WORK FORCE

Introduction

Regardless of the amount of time and education devoted to preparing for a career, all persons will eventually apply to a business or industry to be considered for employment. If employment is being sought in a business/industry, preliminary research should be conducted to determine facts pertaining to the business's products and/or services. Applying for employment to any branch of the Armed Forces will require more than "signing up." Technological innovation has affected the national defense of our country to a level that requires well educated and highly skilled personnel. Changing one's employment status due to advancement and promotion, restructuring, acquired physical impairments, or personal reasons will be experienced by almost everyone at sometime during his/her work life. This unit includes activities that introduce students to various aspects of employment in the work force.

UNIT IV: COMPETENCY AREA A: INTERVIEWING FOR EMPLOYMENT

The activity in this competency area will help make students aware of the importance of first impressions and how, in many cases, a job is secured or lost because of behaviors displayed during the initial interview.

Instructional Topic: The Interview

This activity includes a Student Information Sheet that provides information concerning dress, etiquette, and procedures usually considered appropriate when applying for employment. Review Student Information Sheet with class. The Group Activity Sheet requires students to act out three situations that they might encounter during an interview. The class could be divided into three groups and assigned to perform a scenario.

Needed Resources:

Student Worksheet: The Interview (p. 143)
Student Information Sheet: Interview Procedures (pp. 144-146)
Group Activity Sheet: Interviewing (p. 147)

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA A: INTERVIEWING FOR EMPLOYMENT

INSTRUCTIONAL TOPIC: The Interview

Objective:	Demonstrate the protocol that is essential in preparing for and participating in an interview for employment.
Needed Resources:	Student Worksheet: The Interview (p. 143) Student Information Sheet: Interview Procedures (pp. 144-146) Group Activity Sheet: Interviewing (p. 147)
Procedure:	Review Student Worksheet. Review Student Information Sheet: Interview Procedures. Complete Group Activity Sheet: Interviewing.

INTERVIEW PROCEDURES

Before the Interview

1. Research the company and the products/services it provides. College placement centers, libraries, the Internet, and chambers of commerce are good sources of information.

2. Review your qualifications and the requirements of the job for which you are applying.

3. Locate interview site to determine travel time.

4. Know the exact time and place of the interview. Arrive at least ten minutes to one half hour early for the scheduled interview.

5. Provide a copy of your resume at the interview.

6. Appear at interview by yourself.

7. Plan to wear appropriate clothing: Neutral-color clothing is worn, hair is clean and neatly arranged, fingernails are neatly maintained, clothes are neatly pressed, clothing is clean, shoes are clean and well maintained, and jewelry is worn appropriately.

During the Interview

1. Introduce yourself in a quiet, pleasant manner.

2. Shake hands only if interviewer offers hand first.

3. Answer questions in a brief and businesslike way.

4. Make positive and accurate statements about your qualifications.

5. Speak clearly and listen carefully.

6. Refrain from using distracting nonverbal cues (such as tapping feet, slouching, averting eye contact, etc.).

7. Do not chew gum during the interview.

INTERVIEW PROCEDURES continued

8. Demonstrate enthusiasm for and show sincere interest in the position for which you are applying.

9. Discuss the salary, benefits, and conditions of the position.

10. Refrain from interrupting the interviewer.

11. Address interviewer by name at least once during interview. Demonstrate appropriate eye contact.

12. Thank interviewer (using name) at the conclusion of the interview.

After the Interview

1. Follow up with a letter of appreciation for the time spent by the interviewer. This letter provides an additional opportunity to emphasize your qualifications for the job.

2. If you have not been contacted within two weeks concerning employment, call the interviewer to find out about the status of the position.

Questions Frequently Asked During the Job Interview

1. What are your career plans?

2. Describe yourself.

3. What do you do in your leisure time?

4. Why do you think you would be an asset to our company/business?

5. Why should I hire you?

6. What qualifications do you have that will make you successful in the working world?

7. How would you evaluate successful performance on a job?

8. What subjects in school do you like best and why?

INTERVIEW PROCEDURES continued

9. Do you prefer working with others or by yourself?
10. Will you be receptive to instructions and criticism concerning your job duties?
11. What school activities did you participate in?
12. What kind of work environment are you most comfortable in?
13. Can you work under pressure such as deadlines and long working hours?
14. Are you willing to travel (in state, overnight, out of state, etc.)?
15. Are you willing to work additional hours beyond the normal 8-hour day?
16. What previous employment have you had?

INTERVIEWING

Scenario A

You are interested in applying for employment with a local business that is hiring people for part-time summer work as demonstrators for a new type of product. Demonstrators will work in the display area at the business. Consider proper dress and etiquette that will strengthen the probability of your being chosen for the position. Your interview will take place in the office of the vice president of this company. Demonstrate the interview skills you would use. What would be the proper dress for this interview?

Scenario B

A political organization is looking for volunteers to assist in the campaign to elect a person to a national office. The work consists of contacting the public door to door and staffing a booth at a local festival. You will be interviewed by a local political official at party headquarters. Demonstrate the interview skills you would use. What would be the proper dress for this interview?

Scenario C

The local hospital is offering a part-time position as assistant to a lab technician. The work involves the collecting and distribution of specimens essential to the work of the lab technicians. You will be interviewed at the hospital by the chief supervisor of the laboratory. Demonstrate the interview skills you would use. What would be the proper dress for this interview?

UNIT IV: COMPETENCY AREA B: CHANGING EMPLOYMENT, TERMINATION, AND ADVANCEMENT IN A CAREER

During a person's employment years changes will affect his/her work status. Changing employment, termination, and advancement through promotion resulting from one's personal qualities and one's work are three such changes. Other changes in employment status initiated by the individual or company will be explored.

Instructional Topic: Changing Employment

A hypothetical situation in which a person's work schedule interferes with after-work activities provides students the opportunity to consider some aspects of working and the decisions that have to be reached in order to work in any job.

Needed Resources:

- Student Worksheet: Changing Employment (p. 151)
- Student Information Sheet: Reasons and Rules for Changing Employment (p. 152)
- Student Activity Sheet: Employment Change (p. 153)

Instructional Topic: Termination

After discussing the Student Information Sheet: Reasons for Termination and interviewing a person who has lost a job, students will answer basic questions and then compare responses.

Needed Resources:

- Student Worksheet: Termination (p. 155)
- Student Information Sheet: Reasons for Termination (p. 156)
- Student Activity Sheet: Losing a Job (p. 157)

Instructional Topic: Advancing in a Career

The Student Information Sheet: Positive Work Attitudes offers some workplace behaviors that employers take in to account when considering the promotion/advancement of an employee. The activity requires students to observe employees in a work setting. Feedback from these observations will elicit classroom discussion.

UNIT IV: COMPETENCY AREA B: CHANGING EMPLOYMENT, TERMINATION, AND ADVANCEMENT IN A CAREER
continued

Needed Resources:

Student Worksheet: Advancing in a Career (p. 159)
Student Information Sheet: Positive Work Attitudes (p. 160)
Student Activity Sheet: Career Advancement (p. 161)

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA B: CHANGING EMPLOYMENT, TERMINATION, AND ADVANCING IN A CAREER

INSTRUCTIONAL TOPIC: Changing Employment

Objective: Demonstrate ability to enact strategies related to employment status.

Needed Resources:
Student Worksheet: Changing Employment (p. 151)
Student Information Sheet: Reasons and Rules for Changing Employment (p. 152)
Student Activity Sheet: Employment Change (p. 153)

Procedure:
Review Student Worksheet.
Review Student Information Sheet: Reasons and Rules for Changing Employment.
Complete Student Activity Sheet: Employment Change.

REASONS AND RULES FOR CHANGING EMPLOYMENT

Reasons

At some point in your career you will change your employment. When you apply for a new job, you will be asked why you left your former employer. The following are reasons you may consider giving to an interviewer.

1. **An Attractive Job Offer.** Another job offering better pay, better working conditions, and benefits.

2. **The Present Job Changes.** Your present job may change for various reasons. Technology can change the way you do your job. The company may move to another area. Your company may reorganize, changing people's jobs around.

3. **Personal Changes.** You may become more interested in other kinds of work and may go back to school. You may realize that your values have changed: You may want to spend more time with family, money has become more important, etc., and perhaps your health has changed your ability to perform a particular job.

4. Other reasons

Rules

Do not resign until you have another job. Someone is more likely to hire you if you are presently employed.

Do not resign in anger. Give yourself time to cool down and think things out. The situation may look different to you later. You will have time to consider other solutions.

Do not tell coworkers that you are job hunting. If you tell your coworkers you are looking for another job, the word might get back to your employer. Your employer may consider someone else for your position.

Do not criticize your former employer. Employers value loyalty and will expect you to be as loyal to them as you were to your former employer. In giving reasons for looking for a new job, focus on yourself in a positive way. For example: "I enjoy my present job in many ways, but I want to advance my opportunities."

EMPLOYMENT CHANGE

You are employed part-time on a split shift basis that requires you to work for two hours in the morning and then return to work for three hours in the evening. The work is satisfying to you; however, the hours do not allow time for you to plan leisure activities with your friends. Write your plan to resolve this situation. (Refer to the Information Sheet: Reasons and Rules for Changing Employment.)

BEST COPY AVAILABLE

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA B: CHANGING EMPLOYMENT, TERMINATION, AND ADVANCING IN A CAREER

INSTRUCTIONAL TOPIC: Termination

Objective: Expand your knowledge concerning reasons for termination of employment.

Needed Resources:
Student Worksheet: Termination (p. 155)
Student Information Sheet: Reasons for Termination (p. 156)
Student Activity Sheet: Losing a Job (p. 157)

Procedure:
Review Student Worksheet.
Complete Student Activity Sheet: Losing a Job after reviewing Student Information Sheet: Reasons for Termination.

REASONS FOR TERMINATION

Performance

An individual fails to carry out assigned duties/responsibilities, adapt to changing situations, accept responsibility for results of his/her work, and complete quality work. When employees cannot change and develop the technical skills necessary to carry out job requirements, their employment can be terminated.

Personal

An individual fails to practice positive interpersonal skills with coworkers, fails to exhibit self control, is unable to put personal bias aside, does not consider others' ideas, seldom listens well, and does not demonstrate a sincere interest in others.

Restructuring of Workplace Technology

Restructuring of workplace technology has changed the expertise needed to carry out many jobs, and new skills using technology must be developed. Technology has also created a situation where some jobs have become obsolete.

Downsizing

When a business/industry finds declining profits in their products/services, they review their work force, the technology they use, and changes in the economy/international marketplace. Downsizing is a strategy used to make companies more efficient. Employees can be terminated regardless of their experience and expertise and must seek employment elsewhere. The possibility of this occurring must be kept in mind by all who are employed today.

LOSING A JOB

Use this sheet to interview and record responses from an employer and a formerly employed person as to what initiated terminating procedures. Compare answers.

Employer

Identify five reasons for terminating an employee.

1.

2.

3.

4.

5.

Terminated Employee

List three reasons for termination by an employer.

1.

2.

3.

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA B: CHANGING EMPLOYMENT, TERMINATION, AND ADVANCING IN A CAREER

INSTRUCTIONAL TOPIC: Advancing in a Career

Objective: Discuss attitudes that can result in promotion.

Needed Resources:
Student Worksheet: Advancing in a Career (p. 159)
Student Information Sheet: Positive Work Attitudes (p. 160)
Student Activity Sheet: Career Advancement (p. 161)

Procedure:
Review Student Worksheet.
Read Student Information Sheet: Positive Work Attitudes.
Complete Student Activity Sheet: Career Advancement.

POSITIVE WORK ATTITUDES

You have read about good work habits that may help you improve on the job. Another important way for you to show your employer that you deserve advancement is to have a good attitude.

Here are some ways in which you can show that you have a good attitude about your work.

Work hard without being told. Your employer will appreciate your putting forth effort to get the job done. S/He will be more impressed if you work without someone standing over you all the time to see that you work hard.

Be willing to learn. If you show interest in gaining new skills, your employer may consider you for a training program, which could mean an advancement.

Be cooperative and friendly. It is important for you to be cooperative about office space, work schedules, etc. You must learn to get along with other employees and be thoughtful of their needs.

Show loyalty. When you are away from work, you should not make derogatory remarks about your employer or your job. There are things about your work that may be confidential; you should never talk about such things when off duty.

Be willing to adjust to change. Some companies find it necessary to ask their employees to change their work schedules or to go on different shifts. You should make every effort to do this, and you will show your employer that you are cooperative and dependable.

Be interested and enthusiastic about your job. Everyone becomes tired and bored with his/her job at times. It is important that you make yourself remain interested and enthusiastic about what you are doing because what you are doing is important.

CAREER ADVANCEMENT

This activity takes place outside the classroom and will require you to visit a business that can be in a mall or shopping center. Keeping in mind the attitudes that can result in career promotions, observe employees' behavior and work habits as they perform their responsibilities. In the columns below, identify the positive attitudes and negative attitudes observed. Tell why the person you gave the highest ranking should be promoted instead of the other two employees. Rank the employees you observed based on their performance.

EMPLOYEE 1	
Positive	Negative
EMPLOYEE 2	
Positive	Negative
EMPLOYEE 3	
Positive	Negative

UNIT IV: COMPETENCY AREA C: RETIREMENT AND FINANCIAL PLANNING

The eventual retirement from one's work life requires careful planning. In order to maintain one's achieved life-style, there are many options to be considered concerning health care and financial opportunities. Financial planning is extremely important.

Instructional Topic: Retirement

After students review the Student Information Sheet: Social Security and research related topics, have them answer several basic questions regarding the social security system, Medicare, and Medicaid.

Needed Resources:

- Student Worksheet: Retirement (p. 165)
- Student Information Sheet: Social Security (pp. 166-167)
- Student Activity Sheet: Security for the Future (p. 168)

Instructional Topic: Financial Planning

Invite a financial planner to speak on the importance of planning for one's financial future and about conventional means of accumulating monies for retirement versus current trends. By completing the Student Activity Sheet: My Financial Planner, students can begin to consider their financial futures.

Needed Resources:

- Student Worksheet: Financial Planning (p. 169)
- Student Information Sheet: Health Insurance and Retirement Benefits (p. 170)
- Student Activity Sheet: My Financial Planner (p. 171)

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA C: RETIREMENT AND FINANCIAL PLANNING

INSTRUCTIONAL TOPIC: Retirement

Objective:	Acquire knowledge of Social Security, Retirement, Health Insurance, and Benefits.
Needed Resources:	Student Worksheet: Retirement (p. 165) Student Information Sheet: Social Security (p. 166-167) Student Activity Sheet: Security for the Future (p. 168)
Procedure:	Review Student Worksheet. Read Student Information Sheet: Social Security. Complete Student Activity Sheet: Security for the Future.

SOCIAL SECURITY

Today, nearly all workers have some degree of protection for themselves and their families if they become unable to work because of age, disability, or death. In a kind of three-way partnership, an employee and his/her employer contribute to a government-operated trust fund from which an employee benefits when s/he can no longer work.

At one time in the history of our country, an employee had to worry about what would happen when s/he became too old or too disabled to work. Very few companies had retirement plans for ordinary employees so people had to save money for their old age. Salaries and wages were so low, however, that the average employee could hardly feed, clothe, and house himself/herself and a family with the little money that was earned. Often, younger people were expected to support older members of the family, a situation that obviously made it almost impossible for younger people to save for their own old age. For most workers, saving for old age was no dream.

Then, in 1935, during the Great Depression, the Social Security Act was established by federal law. It was, and still is, run by the Social Security Administration. This was when the three-way partnership between an employee, employer, and the government began.

At its inception, Social Security provided benefits only for workers who retired at age 65, and these benefits lasted only as long as the worker was alive. When s/he died, the survivors received nothing. In 1939, 1954, 1965, 1973, and even since these years, changes have been made in the social security law that allow survivors to be paid benefits when the worker dies. Now, paid benefits are available to younger children still in the home when the worker retires. Other changes in the law are the addition of disability insurance called Medicare and the inclusion of people under 65 who have been receiving disability for two or more years.

The amount of money that retired or disabled workers received was at first determined by the amount of money earned before retiring or becoming disabled. During the years, however, a cost of living benefit has been added so that payments increase as the cost of living increases.

There are certain eligibility rules that a worker must follow. Information on these rules can be obtained by contacting the nearest Social Security Administration Office. These offices are listed in every telephone directory under the main heading of United States Government. If the office cannot be found under this heading, look under Health and Human Services since this is the department in which the Social Security Administration operates.

Every worker must have a Social Security card bearing his/her Social Security number. The number will become the most important number in the life of an employee. It will be used to fill out forms at school and on the job and also to keep in the account of an employee's tax record. This number serves as an identification number for tax purposes and even becomes the identification number (or serial number) for people entering the Armed Forces.

This card and number can be obtained by applying to the Social Security Administration. Their representative will give the individual a simple form to fill out. When this form is filled out and returned, the card will be received in the mail in a few days.

From each paycheck, the employer must deduct a percentage of each dollar that an employee has earned. This deduction comes from the gross amount (before taxes and other deductions). The employer must match this amount with an equal amount, and, at the end of each quarter of the year, send it to the Social Security Administration. At this point it is invested in a trust fund. This fund gives every worker a guaranteed pension when s/he retires at age 62 or 65.

The illustration above shows a worker's Social Security card. This card contains the worker's Social Security number that identifies him/her as a wage earner and taxpayer. This number also identifies the worker's Social Security account from which the worker may someday draw benefits. These benefits may be in the form of retirement income or special payments if, for some reason, the worker is unable to work. A person does not have to wait until s/he gets a job to obtain a Social Security card. Application for a social security card can be made at any age and it is a good idea to obtain one while still in high school. Once a student has a Social Security card, s/he is ready for any opportunities that may come along.

There are at least six times when a person should contact a social security office. Some examples include the following:

1. An individual applies for a Social Security number--be sure to apply at least six weeks before the number is needed.
2. Someone in the family becomes sick or hurt and cannot work for a long time.
3. A worker becomes 62 years old or older and wishes to stop working.
4. A worker nears 65 years of age and wishes to inquire about Medicare.
5. Someone in the family dies.
6. A worker changes his/her name.

SECURITY FOR THE FUTURE

Review Social Security benefits that are being received by a retired person and comment on the following topics.

1. Explain how monies are accumulated to fund retirement financial security through the Social Security System.

2. How are Medicaid and Medicare related to this system and what benefits are provided?

3. What new types of "Social Security" are being proposed for the future by the federal government?

UNIT IV: EMPLOYMENT IN THE WORK FORCE

COMPETENCY AREA C: RETIREMENT AND FINANCIAL PLANNING

INSTRUCTIONAL TOPIC: Financial Planning

Objective: Become knowledgeable as to your options concerning financial security from a professional financial planner who will visit your class.

Needed Resources:
Student Worksheet: Financial Planning (p. 169)
Student Information Sheet: Health Insurance and Retirement Benefits (p. 170)
Student Activity Sheet: My Financial Planner (p. 171)

Procedure:
Review Student Worksheet.
Read Student Information Sheet: Health Insurance and Retirement Benefits.
Complete Student Activity Sheet: My Financial Planner.

BEST COPY AVAILABLE

HEALTH INSURANCE AND RETIREMENT BENEFITS

Health Insurance

This insurance can be obtained in two ways, either as a group or as an individual. Group insurance is less expensive and is usually offered as part of an employment package. Some businesses/industries have criteria that limit the coverage and that require a minimum time of employment before insurance is activated.

Retirement Benefits

These benefits vary from one workplace to another and can make a great difference in the life-style a retiree can expect. Some retirement financial benefits can reflect 80-90 percent of a salary or may be based upon the number of years employed in a specific field of employment.

Individuals must take personal responsibility for accumulating monies that will provide their livelihood during retirement years, including IRAs, 401K plans, and other personal savings plans.

MY FINANCIAL PLANNER

Completing this activity is a look into your future retirement.

1. Research a health insurance plan and determine what it will cover for a group. For an individual.

2. Research various retirement benefits packages and list the most common benefits available to workers today.

3. Discuss several savings and investment options available to individuals today.

APPENDICES

APPENDIX A

South Carolina Department of Education
Office of Occupational Education Career Clusters

As a result of the Tech Prep and School-to-Work Transition Act initiatives, the following career clusters have been adopted by the Office of Occupational Education.

Arts, Media and Communication

Occupations in this cluster are related to the humanities and the performing, visual, literary, and media arts. Students who are creative thinkers, who like to communicate ideas, and who are imaginative, innovative, and original may be interested in careers in this field which include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, set design, television, technical writing, advertising, industrial design, and public relations, as well as a variety of related careers. The ability to express oneself clearly, showing expertise in both verbal and written communication, is a required skill for entrance into careers in this field.

Business and Marketing

The business and marketing program offers students the opportunity to complete a sequence of courses in one of five different career majors, each one designed to prepare the students for entry into the work force, a two-year technical college, or a two- or four-year college. Accounting, Business Administration, Computer Technology, Marketing, and Office Systems Technology career majors provide students both technical and employability skills and a broad background for further study in a post-secondary institution. By the year 2000, 80 percent of the total work force will be employed in information processing fields, which makes opportunities in this area virtually endless. Some of the careers include bookkeeper, computer systems analyst, retail sales manager, administrative assistant, stockbroker, insurance agent, statistician, banker/bank teller, property and real estate manager, paralegal, hotel desk clerk, human resources manager, and training/labor relations specialist.

Engineering/Industrial Technology

Engineering/Industrial Technology is a family of programs that address a wide range of occupations in the areas of construction, manufacturing, and transportation. Occupations in this path are related to the technologies necessary to design, develop, install, and maintain physical systems.

Secondary-level programs in this area include electronics, machine technology, drafting, auto technology, plumbing, masonry, and building construction. Students receive a strong foundation in the occupational specialty and are prepared both for entry-level jobs and continuation to post-secondary training in areas such as small engine technology, electricity, auto collision repair, industrial maintenance mechanics, and welding. High-level skills in math and science are requisite for entrance as well as upward mobility in the engineering/industrial technology fields. Careers in this area include surveyor, home appliance repairer, heating and air-conditioning repairer, electrical/electronics engineer, printing press operator, power generating plant operator, line installer and cable splicer, and nuclear engineer, among many others.

Health and Human Services

Nonoccupational family and consumer sciences courses prepare students to balance work and family life by providing opportunities for students to develop knowledge, skills, attitudes, and behaviors needed for becoming responsible citizens and leaders in family, community, and work environments; establishing successful life management, career development, and employment skills; and functioning as providers and consumers of goods and services. Occupational family and consumer sciences programs such as culinary arts, homemaker-home health aide, clothing design and construction services, food science technology and nutrition, and child care services use a foundation of core competencies coupled with an integrated instructional approach to lay the groundwork for many careers: chef, apparel buyer, teacher, social service aide, caterer, nursing home administrator, and child care worker, for example.

Health Sciences programs prepare students to support the health care profession in the areas of rehabilitation, maintenance, evaluation, and treatment. While the number of jobs in the health care field has increased to over 600 different types in less than a decade, and many of these are the result of specialization within the professional health care field, 85 percent of the jobs are at the technician/assistant level. Thus, students with various levels of aptitude, interest, and ability may gain successful employment in a health occupation. Participating in cross-training between the classroom and clinical activities, students receive diverse experiences which are critical to skills development. Students completing the secondary programs may enter the work force immediately as technicians or assistants, or they may pursue more complex training. Health-related careers are numerous and include such jobs as dialysis technician, registered nurse, physician, home health aide, physical therapist assistant, pharmacist/pharmacist technician, nursing assistant, occupational therapist/occupational therapy assistant, long-term care aide, licensed practical nurse, optician, radiation technologist, and medical records technician. Employment in this field requires a strong background in biology, chemistry, and algebra at the secondary level.

APPENDIX B

CAREER INTEREST INVENTORIES

The following list represents several career interest inventories that are used by school districts to assess the career interests of individual students:

Holland Self-Directed Search - PAR Corp.
Career Targets - South Carolina Occupational Information System (SCOIS)
Career Orientation, Placement and Evaluation Survey - Edits Corp.
Discover - Computer-Based Program - ACT
Career Assessment - Educational Technologies Series
Career Ability Placement Survey - Edits
Career Planning Program - ACT

These instruments and others are described and critiqued in the publication, a Counselor's Guide to Career Assessment Instruments, researched and published by the National Career Development Association, 1995.

APPENDIX C

*Suggested Sample Lists of Occupations

Group 1	Group 2	Group 3
Plumber	Psychologist	Auto Mechanic
Truck Driver	Welder	Chemist
Medical Director	Florist	Nurse
Computer Operator	Pilot	Astronaut
Professional Athlete	Chef	Make-Up Artist

Group 4	Group 5
Law Enforcement Officer	Teacher
Pharmacist	Engineer
Actor/Actress	Dentist
Grounds Keeper	Construction Worker
Artist	Lawyer

Group 6
Administrative Assistant
Journalist
Paralegal
Marine Biologist
Veterinarian

*Occupations were randomly placed in groups for this exercise.

BEST COPY AVAILABLE

APPENDIX D

Post-Secondary Education Training Options

Definition: Post-Secondary--relating to educational and training experiences occurring after completing high school.

Post-Secondary Options:

On-the-Job Training/Internship
Apprenticeship
College/University
Proprietary School
Technical College
Junior College
Military

On-the-Job Training/Internship: Many businesses and industries conduct classes for employees that will improve or introduce new job-related skills. In some instances, new employees initially receive a lower entry-level salary until their training is completed and they are fully productive in their jobs. Another type of on-the-job training is an internship. Major corporations offer temporary jobs that can open doors to full-time employment. Internships can be paid or unpaid positions and are usually found in businesses and industries such as travel/hospitality, marketing, art, publishing, manufacturing, and theater.

Apprenticeship: This learning experience usually lasts about four years, but may range from one to six years. These programs have high standards, are registered with the State Department of Labor, and are required to provide instruction for a minimum of 144 hours each year. Apprentices are considered full-time employees of a sponsoring business/industry and receive a salary which increases periodically throughout the apprenticeship. Apprenticeships are available in South Carolina in the career areas of plumbing, air-conditioning/heating, carpentry, insulation worker, electrician, cement mason, sheet metal worker, cook, stationary engineer, printer, pressperson, operating engineer, tool maker, machinist, ceramic die maker, mechanical maintenance technician, and butcher.

College/University: Colleges and universities in South Carolina offer a variety of programs that can prepare a person for various occupational fields. A bachelor's degree is earned through successful completion of a program requiring four or more years to complete. Universities differ from colleges as their programs are authorized to grant degrees beyond a bachelor's degree. The graduate division comprises a graduate school and professional schools, each of which may confer master's degrees and doctorates. Career areas include teachers, international business, sports, medicine, writing, acting, musician, artist, archeologist, research scientist, and others.

Post-Secondary Education Training Options continued

Technical College: In South Carolina, there are 16 technical colleges that offer technical associate degree, diploma, and certificate programs. Programs offered at the technical colleges prepare students for a variety of careers in agricultural technology, business, computer technology, allied health, nursing, industrial technology, engineering technology, human services, and vocational technical education. In addition to these program offerings, all of the technical colleges offer transfer associate degree programs for articulation to senior colleges and universities. The technical colleges also provide articulation of secondary occupational courses for technical advanced placement for students entering the technical colleges.

Proprietary School: These privately owned schools offer educational/training programs in specific careers, and the programs may require several weeks, months, or years to complete. The National Association of Trade and Technical Schools is an accrediting agency that monitors and certifies private schools as bona fide instructional facilities. Successful completion of these programs of study results in receiving a certificate or diploma. Careers accessible through successful completion of these curriculums include actor, pilot, cosmetologist, chef, geologist, make-up artist, paralegal, nurse's aide, motorcycle mechanic, and many others.

Junior College: These educational institutions offer two years of study corresponding to those in the first two years of a four-year college. The three curricula offered are technical, occupational, and liberal arts studies. There are twelve junior colleges in South Carolina that offer one- and two-year associate degrees in a liberal arts curriculum that transfers to senior institutions or provides direct entry into the work force. A variety of special and certificate programs, in which continuing education units are earned and other programs are offered, provide personal and/or professional enrichment. Many of these institutions are private and are often affiliated with particular religious groups. Samples of careers in this cluster are career business administration; fine arts; fashion merchandising; interior design; retail merchandising; business education; hotel, restaurant and tourism; secretarial science; and management.

Military: The military is divided into two groups: enlisted personnel and officers. Enlisted personnel are usually high school graduates who have passed physical and aptitude requirements. Training for these enlistees is usually in the areas of construction, mechanics, electronics, and air traffic control. Officers are trained as commanders of infantry units, ships, and squadrons. Most training lasts from 10 to 20 weeks, although some specialties require more than one year.

APPENDIX E

THE WORK ETHIC

Employers have stated that many of their employees are lacking a positive work ethic, which often leads to their losing jobs. This situation is general to all occupations and is not limited to those requiring little formal education. It is generally believed that the development of a work ethic begins before a child enters school. At home, children overhear their parents expounding on how the "boss" demands certain behaviors that, to them, seem unreasonable. They hear others "call in sick" when they just do not feel like going to work. Some take materials and equipment from the workplace and either sell it or have it for their own personal use. It appears that many young people, from an early age, are often exposed to poor role models for developing a good work ethic.

As young people enter school, they continue to develop a work ethic from what they see and hear others do and say. Teachers can be very effective role models. Their performance in the classroom and activities in the community make a strong and lasting impression on young people. Several good, ethical work habits are honesty, punctuality, responsibility, conformity, and morality. The qualities of a good work ethic can be implemented and enhanced as the individual matures through a deeper understanding of why people work, as well as how a happy, balanced life can be achieved through challenging, interesting, and self-fulfilling work.

To understand the importance of conforming to accepted professional standards of conduct, students should be able to identify the qualities of a good work ethic, list reasons why people work, and relate how such qualities can affect school and the workplace. Introduce the topic by asking the students the following questions:

1. How does your school day go if you are late?
2. What kinds of situations can affect the quality of our work in the classroom?
3. Can these same situations affect working people?
4. If you owned a business where the quality of work was very low because of poor work habits of your employees, what would you do?
5. How can poor work habits affect you?

Discuss with students the following reasons why we work: to obtain basic necessities (food, clothing, and shelter), to establish a network of friends, to produce necessary items and services, to structure time, to foster self-fulfillment, to attain a life-style, to help others, to establish an identity, etc.

BEST COPY AVAILABLE

On a chalkboard, overhead projector, or handout, list the following desirable ethical behaviors that would be important for all workers.

1. Be on time for work.
2. Be willing to learn more.
3. Be a willing worker.
4. Maintain an orderly work space.
5. Develop positive interpersonal skills.
6. Be honest and dependable.
7. Be consistent in quality of work.
8. Abide by rules and regulations.
9. Respect others.
10. Be personally neat and clean.
11. Maintain a congenial attitude.
12. Maintain an exemplary attendance record.

APPENDIX F

CHARACTERISTICS OF LEADERS

The Good Leader:

Has faith and trust in people and intends to work with them.

Has poise and confidence.

Carefully plans a program of action.

Shows interest and alertness by his/her attitude and appearance.

Is fair in dealing with all employees.

Listens to all sides when presiding.

Is patient and optimistic.

Is sensitive to individual differences.

Acts as a mediator and encourages everyone to share in the planning and implementation of projects.

Displays a sense of humor to relieve tension during meetings.

THE LEADER AS A PERSON

Is a Well-Adjusted Personality

--Is free from extravagant emotionalism
--Is self-confident
--Assigns others to responsibilities
--Is willing to follow

Has a Basic Respect for Human Beings

--Is understanding of human nature
--Is tolerant of diverse cultural and ethnic groups
--Enjoys the camaraderie of others
--Is sensitive to social problems

Is Sensitive to Basic Trends of the Group

--Keeps informed
--Has ability to recognize tone of the group

Has Ability to Express Ideas of the Group

--In speaking and writing

Uses Restraint

--Does not force

Has Vitality

--Enthusiastic and energetic

And Maturity

--Consistent
--Approachable

LEADERSHIP

What is leadership?

Leadership is the act of getting people to do what you want them to do, when you want them to do it, in a way you want them to do it, and because they want to do it.

In other words, a leader influences others to work cooperatively. Leadership is the art of influencing people to achieve certain goals.

Effective Leadership

1. Think clearly. Act in good taste.
2. Get the facts and analyze them before you draw conclusions.
3. Get the habit of cleanliness and orderliness.
4. Establish reasonable goals.
5. Take advice, but do your own thinking.
6. Encourage the other person as you go along.
7. Never say "It can't be done" or "I can't do that." Find ways in which something can be accomplished.
8. Spend a little less than you make.
9. Make friends and keep them in good repair.
10. Be proud of what you do--take pride in being a leader.

From a workshop by the South Carolina Department of Education, Office of Occupational Education, Business and Marketing Education team.

APPENDIX G: THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)
UNITED STATES DEPARTMENT OF LABOR

PQ Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
- *Responsibility*--exerts a high level of effort and perseveres toward goal attainment
- *Self-Esteem*--believes in own self-worth and maintains a positive view of self
- *Sociability*--demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- *Integrity/Honesty*--chooses ethical courses of action

TS Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
- *Creative Thinking*--generates new ideas
- *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- *Problem Solving*--recognizes problems and devises and implements plan of action
- *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information
- *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills
- *Reasoning*--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

BS Reads, writes, performs arithmetic and mathematical operations, listens and speaks
- *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues
- *Speaking*--organizes ideas and communicates orally

IF Acquires and uses information
- *Acquires and Evaluates Information*
- *Organizes and Maintains Information*
- *Interprets and Communicates Information*
- *Uses Computers to Process Information*

IT Works with others
- *Participates as Member of a Team*--contributes to group effort
- *Teaches Others New Skills*
- *Serves Clients/Customers*--works to satisfy customers' expectations
- *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- *Negotiates*--works toward agreements involving exchange of resources, resolves divergent interests
- *Works With Diversity*--works well with men and women from diverse backgrounds

R Identifies, organizes, plans, and allocates resources
- *Time*--selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- *Money*--uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- *Material and Facilities*--acquires, stores, allocates, and uses materials or space efficiently
- *Human Resources*--assesses skills and distributes work accordingly, evaluates performance and provides feedback

T Works with a variety of technologies
- *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
- *Applies Technology to Task*--understands overall intent and proper procedures for setup and operation of equipment
- *Maintains and Troubleshoots Equipment*--prevents, identifies, or solves problems with equipment, including computers and other technologies

S Understands complex interrelationships
- *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them
- *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions
- *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance

BEST COPY AVAILABLE

APPENDIX H

SOUTH CAROLINA CHAMBER OF COMMERCE EDUCATION REPORT

In 1992 the South Carolina Chamber of Commerce conducted a survey of member businesses "to identify what skills and competencies public school graduates in South Carolina need to have in order to be successful in the workplace." According to the Chamber's final report, this survey is "the first time that the South Carolina business community has collectively tried to voice its expectations for graduates of the public school system, grades K through 12." Following are the 37 workplace skills and competencies included in the survey, ranked in descending order from highest priority to lowest priority. (Twenty-four of the 37 skills and competencies were ranked as "high" or "very high" in priority.)

Personal Qualities--*People who display responsibility, self-esteem, sociability, self-management, integrity, and honesty.*

- Are honest and ethical in their dealings.
- Believe in themselves and maintain a positive outlook.
- Try hard and persevere until they achieve their goals.
- Assess themselves accurately, set personal goals, monitor progress, and exhibit self-control.

Thinking Skills--*People who think creatively, make decisions, solve problems, conceptualize, know how to learn and how to reason.*

- Identify and weigh all options and choose the best alternative.
- Learn new skills.
- Recognize problems and develop plans of action to address them.
- Recognize relationships between people, ideas, or objects and use this information to solve a problem.
- Generate new ideas.
- Conceptualize and process information.

Information--*People who acquire and use information.*

- Look for information they need.
- Interpret and communicate information to others.
- Organize information in a way that suits their needs.
- Use computers to process information.

Interpersonal--*People who work well with others.*

- Work to satisfy customer expectations.
- Are good team players.
- Develop leadership skills and are not afraid to take the initiative.
- Appreciate and work well with men and women from diverse backgrounds.
- Teach others new skills.
- Know something of the art of negotiation.

Basic Skills--*People who read, write, listen, speak, and perform math at a level that allows them to do their jobs well.*

- Communicate thoughts, ideas, information, and messages in writing.
- Perform basic math and apply it to everyday situations in the workplace.
- Organize ideas effectively and communicate orally.
- Listen and respond well to the words and nonverbal cues of others.
- Locate, understand, and interpret written information in a wide array of documents, graphs, etc.
- Speak or understand a second language.

Resources--*People who organize, plan, and allocate resources.*

- Manage time wisely; prepare and follow schedules.
- Manage people in a way that maximizes their motivation and performance.
- Allocate and use materials or space efficiently.
- Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

Technology--*People who work well with a variety of technologies.*

- Select and use appropriate procedures, tools, or equipment--including computers, software, and related technology.
- Understand the overall intent and proper procedures for setup and operation of equipment.
- Maintain and troubleshoot equipment.

Systems--*People who appreciate and understand how social, organizational, and technological systems work.*

- Understand how social, organizational, and technological systems work and operate effectively within them.
- Distinguish trends, predict consequences, diagnose performance, and correct malfunctions.
- Improve existing systems or design new ones.

APPENDIX I

CURRICULUM FRAMEWORKS

Questions and Answers

Question 1: What is a curriculum framework?

A curriculum framework communicates the core understandings in academic areas that every student is expected to learn. South Carolina's curriculum frameworks are not more specific curricula actually taught in schools. Rather, they set out curricular themes and objectives in multi-year blocks. It is up to each district, each school, and each classroom teacher to determine how these standards can be reached.

Major Components of a Framework

Fundamental tenets of the academic area
Content standards
How students learn the academic area and different ways to teach it
Strategies for translating the curriculum frameworks into classroom practices
Guidelines for instructional materials adoption

Question 2: In what areas will curriculum frameworks be developed?

Foreign Languages, Mathematics, Visual/Performing Arts, English Language Arts, Science, Health and Safety, Social Studies, and Physical Education.

Question 3: What are the projected timelines for curriculum frameworks?

Mathematics, Visual/Performing Arts, and Foreign Languages were adopted in 1993; English Language Arts and Science were adopted in 1996; and Health/Safety, Social Studies, and Physical Education will have drafts available in 1997.

Question 4: Why would South Carolina want to develop curriculum frameworks?

The content standards outlined by South Carolina's curriculum frameworks will serve as the basis for decision-making and educational policy development by teachers, superintendents, principals, school boards, state department personnel, teacher preparation and licensing personnel, the state board, publishers, and others in the following ways.

CURRICULUM FRAMEWORKS

Questions and Answers continued

The frameworks will assist schools, districts, and the state to:

- develop and revise curricula by providing guidelines and direction as to knowledge, skills and instructional strategies specific to each discipline;
- develop, select, and adopt instructional materials;
- develop more effective assessment of student learning;
- provide effective professional development programs for teachers, administrators, and school board members;
- develop more effective teacher and administrator preparation programs by establishing requirements for certification and licensure in specific areas and providing direction for preservice education; and
- communicate the expectations of student learning and classroom teaching to parents and the public at large.

Question 5: How will new frameworks relate to existing district curriculum guides?

South Carolina curriculum frameworks will provide content standards and serve as an umbrella for local district development of specific curriculum strategies. This provides benchmarks for alignment while leaving the specific decisions of organizing instruction at the school and district level.

The frameworks do not contain specific curricula typical of many local curriculum guides, but contain broader curricular themes, topics and objectives in multi-year blocks. Frameworks should be broad enough to allow every district, school and community to adapt them to their needs and the needs of their students.

Question 6: How will new frameworks guide statewide assessment?

The content standards in the frameworks are broad statements of what students should know and be able to do. Academic achievement standards are specific descriptions used to inform test writers as well as educators and the rest of the public about what students should know and be able to do at the end of grades 3, 6, 8 and for high school graduation. Academic achievement standards are based on the content standards in the frameworks. Academic achievement standards will be developed by groups of teachers approved by the State Board of Education.

CURRICULUM FRAMEWORKS
Questions and Answers continued

Question 7: How does occupational education relate to curriculum frameworks?

Occupational education has core competencies that drive the occupational specific courses. Core competencies specify the entry-level skills needed by the learner to enter the world of work in a specific occupation or to pursue further education at the post-secondary level. These competencies are in place and are consistent with the standards in the curriculum frameworks.

Tech Prep supports the frameworks because the core competencies identified in the frameworks are integrated with components of Tech Prep. Because of the interdependence of curriculum frameworks and the Tech Prep initiative, each framework writing team includes a representative from occupational education.

Question 8: Is this something else teachers will have to cover during the school year?

Curriculum frameworks are not a program to be implemented. They are used to refocus all our human and material resources, current and new. In this way, they serve as vehicles for continuous improvement and for updating professional knowledge.

Frameworks serve as broad instructional guides that encourage schools and districts to examine their instructional programs and eliminate what is less effective, or what has outlived its usefulness to teachers and students. This replacement process should be used to begin unloading all the less useful content techniques and procedures that teachers and students have accumulated over time. This "pruning and grafting" of the curriculum will be done at the local level.

Question 9: Are these frameworks mandatory? And if they are not, are there any pressures that will be brought to bear on teachers, schools or districts that ignore them?

The curriculum frameworks, once adopted by the State Board, will serve as a directive to the South Carolina State Department of Education (SDE) to pursue policy and program changes advocated in each framework. State policies and strategies regarding instructional materials development, teacher credential requirements, professional development opportunities, personnel evaluation, school quality standards and student testing will support the agreed-upon learning standards set forth in each curriculum framework. Reform will not come about by top-down mandates, but will come about when individuals join together to work on the issues meaningful to them.

CURRICULUM FRAMEWORKS

Questions and Answers continued

Question 10: How can I give feedback on the curriculum framework drafts released by the framework writing teams?

Each district and school receives a copy of the draft framework, as do county public libraries, members of the business community, representatives of colleges and universities, teachers, parents, and anyone else who requests a copy. A field review of each draft is conducted by the Curriculum Review Panel, an 11-member group appointed by the State Board of Education which consists of teachers, curriculum experts, and school leaders. During this time you can study and review each draft and send the response form provided by the Curriculum Review Panel (or respond in another format, if you wish).

Question 11: How much will these frameworks cost to implement?

The cost of implementing curriculum frameworks is what we currently spend on education in South Carolina. The frameworks should refocus how we use every resource in education. In addition, the SDE and other educational agencies are seeking resources through federal sources and grant authorities for special targeted needs.

Reallocations of current resources and less categorical funding in both federal and state dollars will provide the flexibility for local districts and schools to implement instructional programs consistent with the frameworks. For example, some schools may choose to spend their professional development funds differently, along the lines recommended in the frameworks. These are not additional funds, but funds that can be redirected at the local level toward a more focused goal.

CURRICULUM FRAMEWORK DEVELOPMENT PROCESS AND TIMELINES

The State Superintendent appoints curriculum framework writing teams in each discipline to draft a curriculum framework. Each of the teams consists of ten to twenty individuals, all of whom have taught, lectured, written, or practiced in their respective disciplines and are knowledgeable in the most current thinking on learning and teaching in their curriculum fields. Each team is provided access to outside expertise as needed. A team from the State Department serves as resource staff for each curriculum framework writing team. The State staff are responsible for meeting logistics and compiling information and materials for the team. The framework effort grew out of the work of the Curriculum Excellence Committees, the South Carolina Curriculum Congress and the work skills survey conducted by the South Carolina Chamber of Commerce. The framework teams also draw from existing national, state, and local work in curriculum development, including the expertise of South Carolina professional organizations.

When a given curriculum framework writing team reaches consensus on the direction and major components of its framework, it will draft a curriculum framework following this outline:

- the fundamental tenets of the academic area
- student content standards
- how students learn the academic area and different ways to teach it (applicable learning theory, examples of successful instructional strategies that have worked with different student populations, and new ways of organizing curriculum and school structures)
- instructional material guidelines (the specific criteria to be applied during the state adoption process)
- assessment
- professional development

Strategies for translating the frameworks into classroom practice may also be addressed in the framework. From a classroom perspective, what are all the parts of the educational system that must change to support meaningful improvements in teaching, learning, and student performance? Among all these parts of the puzzle, what are the three to five most important system changes over the next five to seven years--until the next framework cycle--to sustain classroom changes? Who can help--the State Department, colleges and universities, professional development providers, testmakers, curriculum and instructional materials producers, legislature, special projects, etc.--and how?

BEST COPY AVAILABLE

CURRICULUM FRAMEWORK DEVELOPMENT PROCESS AND TIMELINES continued

Members of the curriculum framework writing team may develop sections of the framework themselves or delegate others to write all or part of it. The team continuously reviews drafts of the framework until the entire document is complete and meets the approval of all members. The writing team then submits the draft to the State Superintendent. This process is expected to take anywhere from six months to two years, depending on the existing levels of consensus and previous work supporting a particular discipline at a given time. The State Superintendent submits the draft to the South Carolina Curriculum Review Panel for approval.

The South Carolina Review Panel is an eleven member panel established by the State Board of Education to conduct a field review, collect feedback, make revisions, and recommend the adoption of South Carolina curriculum frameworks to the board. The State Superintendent nominates members of the panel for State Board approval. Candidates for the Curriculum Review Panel must have taught, lectured, written or practiced in one of the academic areas slated for a curriculum framework or related education field, and at least three members must be full-time teachers. Each member serves a four-year term and may be reappointed to one additional term. The members serve staggered terms. All members must submit a statement declaring that they have no association with curriculum material providers or other potential conflicts of interest. No Curriculum Review Panel member may be a current member on a curriculum framework writing team or an employee of the State Department of Education.

For each curriculum framework submitted to the Curriculum Review Panel, the panel will appoint a five member discipline-based subcommittee consisting of at least two current panel members and other specialists in the curriculum area under review. No State Department employee or person with a commercial interest in particular curriculum materials may serve on this subcommittee.

The discipline-area subcommittee conducts the field review on each framework. The subcommittee sends the draft of each framework for consensus and critique to district superintendents, principals, teachers, parents, students, business leaders, civic groups, legislators, public libraries, professional associations, textbook publishers, colleges/universities, and any individual upon request. Principals will be asked to facilitate a school level review of each framework with teachers and parents and to summarize their input. The subcommittee must allow a minimum of 60 days for public comment on the field review draft. Comments must be submitted in writing to be considered by the Curriculum Review Panel. The subcommittee recommends changes for revision and revises the field review

CURRICULUM FRAMEWORK DEVELOPMENT PROCESS AND TIMELINES continued

draft framework based on public input. The subcommittee will collaborate with members of the framework writing team and if necessary, ask for their assistance to revise the draft. The Curriculum Review Panel recommends the revised curriculum framework for State Board adoption.

OPERATING PREMISES FOR SOUTH CAROLINA CURRICULUM FRAMEWORKS

- **A focus on core concepts rather than topics and coverage.** Effective teachers tend to select three or four big concepts, ideas, or essential skills that every student should know and revisit them frequently in different contexts during the year until every student develops a meaningful understanding of them. Each student should engage in these core concepts to the degree they are capable. Basic skills such as adding and subtracting, spelling and grammar, or historical events are not discarded but rather embedded in more complex and meaningful concepts and tasks.

- **A focus on the relationships among the teacher, student, and content matter.** The teacher is the ultimate curriculum decision-maker within the education system. Teachers know their students best. Research on effective learning suggests that students must be active learners: asking the questions, doing the investigations, and generating results. The real classroom curriculum is an ongoing negotiation between the student and the teacher. Curriculum frameworks support this kind of active creation of the classroom curricula by establishing academic standards and identifying core concepts but leaving specific decisions about what is taught and how it's taught to experts on-site and in the classrooms.

- **A focus on thinking processes and performance tasks.** We need more tasks of longer duration that have many "right" approaches to an answer, just like in real life. The most important evaluative criterion in the learning process is the quality of the student's thinking, their approach to a problem, and their solutions.

- **A process to prune and graft.** Educators must prune away methods which are less effective or have outlived their usefulness before grafting in what is thought to be better. Do not add anything new to the curriculum, to a teacher's day, or to the budget, before taking something else away. This process will be used to unburden teachers, students, classrooms, and schools so they can focus on the interaction of the teacher and student with the content material. In this manner, quality increases through substitution, not accretion.

- **Teachers and their subject matter professional associations must lead this next generation of curriculum reform.** The most visionary curriculum documents nationally come from the professional associations--the American Association for the Advancement of Science, the National Council of Teachers of Mathematics, the National Research Council, etc. Teachers' input and input

OPERATING PREMISES FOR SOUTH CAROLINA CURRICULUM FRAMEWORKS continued

- from professional associations is the foundation for the curriculum development process.

DEFINITIONS OF CONTENT AND ACADEMIC ACHIEVEMENT STANDARDS

Content Standards - broad statements of what students are expected to know and be able to do. These standards describe in multi-year blocks the core understandings that every student is expected to learn in the discipline.

Example: *Develop the concepts of rates and other derived and indirect measurements.*

(from South Carolina Mathematics Framework, Measurement strand, Grades 6-9)

Academic Achievement Standards - more specific statements of a content standard. They describe the nature of the evidence, what a student must do in order to show attainment of the content standard. Academic achievement standards are used by teachers to design classroom activities and by test writers to develop assessments.

Example: *Find the measure of objects indirectly using similar triangles.*

(from South Carolina Mathematics Academic Achievement Standards, Measurement strand, Middle School grades, under content standard above)

Sample Problem:

A surveyor needs to measure the height of a vertical rock cliff. He walks back 150 feet from the base of the cliff and aims his transit at the top of the cliff. The transit makes an angle of 25° with the ground. Draw a diagram to represent the situation. Use the tangent ratio to find the appropriate height of the cliff.

(from South Carolina Mathematics Academic Achievement Standards)

Scanning the Future: Preparing for Employment Through Career Development was published by the South Carolina Department of Education, Office of Occupational Education: total printing cost, $2,700.00; $5.40 per copy; 500 copies printed.

BEST COPY AVAILABLE